DOCUMENT RESUME

ED 289 027 CE 049 184

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TITLE	Administrator Competency Study: A National Identification and Verification of the Competencies Important to Secondary and Postsecondary Administrators of Vocational and Technical Education.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Consortium for the Development of Professional Materials for Vocational Education.
PUB DATE	87
NOTE	125p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Administrator Qualifications; *Administrator Responsibility; Curriculum Development; Instructional Materials; Job Analysis; Material Development; National Surveys; Postsecondary Education; Secondary Education; *Technical Education; *Vocational Directors; *Vocational Education
IDENTIFIERS	DACUM Process

ABSTRACT

A study was conducted on a national basis to identify and verify the competencies needed by administrators of secondary and postsecondary vocational and technical education programs. The survey instrument used in the study was developed at a 3-day Developing a Curriculum (DACUM) workshop that was attended by 11 expert secondary and postsecondary administrators from 6 states. The DACUM committee identified 210 tasks that were eventually clustered into 12 duty areas. The questionnaire was then sent to 188 administrators, 128 of whom returned usable questionnaires. Of the 210 task statements included on the questionnaire, 201 were verified as being important. A group of 35 new task statements was selected to form the basis for developing additional competency-based modules and guides for use by vocational-technical education administrators. This report consists of a detailed description of the validation study and 11 appendixes which make up the bulk of the document. These include the Administrator Task Inventory; a summary of the administrators' responses in terms of the perceived importance and difficulty of each of the tasks; competencies important to local vocational education administrators; significant differences in the importance of administrative tasks as perceived by (1) secondary- versus postsecondary-level administrators, (2) vocational administrators versus administrators of both general and vocational programs (with no distinction between administrators of secondary and postsecondary programs), (3) vocational administrators versus administrators of both general and vocational programs at the secondary level, and (4) vocational administrators versus administrators of both general and vocational programs at the postsecondary level; and recommended additions and modifications to the task statements. (MN)

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ADMINISTRATOR COMPETENCY STUDY:

A National Identification and Verification of the Competencies Important to Secondary and Postsecondary Administrators of Vocational and Technical Education

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1987

The work presented herein was performed by the National Center for Research in Vocational Education on behalf of the Consortium for the Development of Professional Materials for Vocational Education. Sponsors and members of the Consortium for 1986-87 included the following states and/or cooperating agencies: The Arkansas Department of Education, Division of Vocational and Technical Education; the Florida Department of Education, Division of Vocational Education, and Florida International University; Massachusetts State Department of Education, Division of Occupational Education; the North Carolina Department, Division of Vocational Education. The opinions expressed herein do not, however, necessarily reflect the position or policy of any of the sponsors, and no official endorsement by them should be inferred.

FOREWORD

Since 1978, a group of states has been working cooperatively with the National Center for Research in Vocational Education to develop leadership training materials for vocational and technical education personnel at the secondary and postsecondary level. The efforts of this consortium have focused on the development of competency-based administrator education modules and guides on critical issues and areas of management responsibility. During the 1986-87 year, the Consortium Board asked staff to conduct a DACUM job analysis and national competency verification on the job of local administrators of vocational and technical education. The objectives, procedures, and findings of that research effort are described in this report.

Many persons participated in conducting this research. Special recognition goes to the following persons who were selected as members of the DACUM committee: Clayton Castleman, Janet Doe, Daniel Hardee, Robert Lamping, Billy R. McGehee, Bob Moses, Marvin Oberlander, Gerald Paist, Richard Skinner, Bob Steely, and William Weiser.

Credit also goes to Robert E. Norton, Consortium Director, who facilitated the DACUM workshop, conducted the national verification, and prepared this report. Thanks are also due Harry N. Drier, Associate Director of the Special Programs Division, for his administrative assistance.

Appreciation is also extended to James Bishop, Elaine Cadigan, Helen Lipscomb, Dominic Mohamed, Jack Nichols, and Joan Smith for their service as state representatives and state department liaisons. Last, but certainly not least, much credit is due Monyeene Elliott and Shellie Tremaine, Consortium Program Word Processor Operators, for their patience and skill in processing the many words necessary to produce this report.

Ray D. Ryan
Executive Director
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EXECUTIVE SUMMARY

Purpose

The purpose of this research study was to identify and verify on a national basis the competencies important to administrators of secondary and postsecondary vocational and technical education programs. The Consortium for the Development of Professional Materials for Vocational Education requested that the National Center conduct this study so as to provide a solid research base for the development of additional leadership training materials.

Procedures

A 3-day DACUM job analysis workshop was conducted with 11 expert secondary and postsecondary administrators from 6 states serving as committee members. The committee drew on their own professional knowledge and experience and considered competencies from several studies reported in the literature since 1977.

An Administrator Task Inventory was developed and submitted to a carefully selected and stratified nationally representative sample of 188 practicing administrators of secondary and postsecondary vocational-technical education programs. Each administrator was asked to respond to 210 task statements on a 6-point Likert type scale in terms of: (1) the importance of the task and (2) the degree of difficulty in learning to perform the task for most administrators. Information on the worker traits and attitudes that are important to these administrators and on the type of training materials desired was also gathered.

Results

The DACUM committee identified 210 tasks which they clustered into 12 duty areas. Four of the duty areas were new, four were modifications of the duties identified by a similar committee in 1976, and four duties were the same. Thirty-five new tasks were identified by the DACUM committee, but only two of the tasks identified in 1976 were omitted by this group of experts. It was concluded that DACUM again served as an excellent process for conducting a job analysis of this occupation.

One hundred and twenty-eight (128) of the 188 administrators surveyed had returned usable inventories by the cutoff date for a response rate of 68 percent. Two hundred and one of the 210 task statements were verified as important (meaning they received a mean score of 2.5 or higher). Further analyses were conducted to determine whether there were any statistically significant differences in the way secondary versus postsecondary administrators responded to the statements and whether administrators of vocational programs responded

differently than administrators of both vocational and general education programs. Several tasks were founded to differ significantly in all of the comparisons made. It was concluded that the 35 new task statements should form the basis for the development of additional competency-based modules and guides for use by vocational-technical education leadership personnel.

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INTRODUCTION

At its meeting in August 1986, the Board for the Consortium for the Development of Professional Materials for Vocational Education instructed Consortium program staff to conduct a competency identification and verification study of the job of local administrator of vocational and technical education. It was felt that many legislative and societal changes had occurred in the last several years that in turn have modified the role of the local administrator. Furthermore, the last national study conducted had been completed by Norton et al. (1977) over 10 years ago.

During the last 10 years, considerable progress has been made in identifying the competencies important to leadership personnel, in developing instructional materials that address those competencies, and in the development of various types of leadership development programs in some states. The Consortium has played a significant role in this professional development effort by (1) assisting with the identification of new and emerging competencies; (2) developing a comprehensive set of 34 modules, 13 guides, and a slide/tape presentation addressing the important competencies identified; and (3) assisting several states in developing and implementing either internship or externship types of training programs.

Most of the 14 states that have sponsored the Consortium one or more years have taken steps to develop new training programs or to improve existing ones. Considerable leadership development work remains, however, as (1) new competencies have emerged with the change of time, (2) additional instructional materials are needed to address these competencies, (3) previously developed materials in some cases need updating, and (4) many states continue to need help in establishing and/or improving their leadership development programs.

Problems

Vocational and technical education requires effective and assertive leadership at both the secondary and postsecondary education levels. To provide the kind of competent leadership needed, the persons selected as supervisors and administrators of these programs need to have the opportunity to adequately prepare for their responsibilities on both a preservice and inservice education basis.

The development of high-quality preservice and inservice education programs requires knowing what competencies these leadership personnel must acquire to be successful in their various roles. Also, to develop additional instructional materials requires obtaining a solid conceptual research base--verified competencies--around which to structure the new materials and training programs. It is well known that vocational administrators must deal with many of the same tasks that confront general education administrators. What is less well known and less well understood is that vocational and technical education administrators must also deal with many complex tasks that are unique to their role.

Project Objectives

The major objective of this study was to identify and nationally verify the competencies important to secondary and postsecondary administrators of vocational-technical education. Secondary objectives included determining whether there are significant differences between the ratings of importance given to tasks by (1) secondary versus postsecondary administrators, (2) administrators concerned with only vocational programs versus administrators concerned with both vocational and general education programs, (3) secondary administrators concerned with only vocational programs versus secondary administrators concerned with both vocational and general education programs, and (4) postsecondary administrators concerned with only vocational programs versus postsecondary administrators concerned with both vocational and general education programs.

The ultimate outcome sought by means of this research is better managed programs of vocational and technical education through the preparation of more competent leadership personnel. It is expected that the rigorous identification of the important competencies needed by vocational administrators will provide a sound information base on which (1) needs assessments can be based, (2) competency-based instructional materials can be developed, and (3) high-quality preservice and inservice education programs can be planned and implemented.

PROCEDURES

This research project involved two major activities: (1) conducting a DACUM (Developing A Curriculum) job analysis workshop and (2) conducting a national verification of the tasks identified. More information about each of these procedures is presented next.

DACUM Job Analysis

An initial listing of the tasks performed by local administrators of vocational and technical education was prepared January 12-14, 1987, at the National Center in Columbus, Ohio, by organizing and convening a DACUM committee of 11 expert practicing administrators. Membership on the committee was stratified by requesting six outstanding secondary and six outstanding postsecondary vocational-technical administrators to serve on the select DACUM committee. The final DACUM committee was composed of 11 rather than 12 due to the illness of 1 person. The committee members from the Consortium member states and Michigan were as follows:

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The DACUM analysis was facilitated by Robert E. Norton, an experienced DACUM facilitator. The committee was presented with a list of the duties that had been identified in the 1977 research study, and the committee was asked to evaluate and change or add to them as appropriate. During the final stages of the DACUM workshop, the committee members were given the opportunity to review existing administrator task lists (available from the literature) and to use those lists in making certain the analysis was comprehensive and accurate.

The DACUM procedure by its very nature permits the identification of tasks that are currently "necessary for successful performance" as well as to some extent the identification of tasks that "ought to be performed." Properly facilitated, a DACUM committee can give a job analysis a futuristic look without being unrealistic. For further information about the DACUM process, see Norton (1985), Adams (1975), or Sinnett (1976).

Use of the DACUM process was based on the assumption that persons actively and successfully engaged in an occupation should be the most knowledgeable about the tasks that have to be performed in order to be successful in that occupation. In this case, Consortium board members and program staff concurred that the best source of information about what local administrators of secondary and postsecondary vocational-technical education do would be a stratified sample of practicing experts from six states. Five states were chosen because they were current sponsors of the Consortium and the sixth state, Michigan, because of the strong interest in participating that was expressed by the director of the Michigan Leadership Development Program.

National Task Verification

To obtain additional involvement of expert administrators from other states, additional information about each of the task statements, and further evidence that the tasks identified represented a comprehensive and complete list of the tasks important to local administrators, a national verification procedure was carried out.

To provide for the involvement of persons from as many states as possible, the state director (or directors) of vocational-technical education in each state was asked to nominate four outstanding local administrators: one secondary and one postsecondary who administered only occupational programs, and one secondary and one postsecondary who administered both general and occupational programs.

It was also decided to ask the 11 members of the DACUM committee to serve as verifiers because of their expertise and the additional information being sought.

Considerable attention was given to the development of an instrument that would be attractive and that would secure the type of information needed. It was decided that respondents (the nominated expert local administrators) would be asked to respond on a six-point Likert-type scale to two questions about each task statement. The questions were (1) how important is the performance of this task in your job as an administrator and (2) how difficult do most administrators find it to learn to perform this task correctly. Additionally, a 12-item general information questionnaire was devised to gather demographic and other desired information about the respondents. A copy of the administrator task inventory may be found in Appendix A.

The inventory, along with a cover letter (see Appendix B), was sent to all nominees on or about March 26, 1987. On or about May 12, 1987, a follow-up letter (see Appendix C) was sent to approximately 70 persons who had not yet responded.

The administrator task inventory instruments were coded and the data key punched for summary and analysis by computer. The data was analyzed to determine (1) the number of responses to each task statement, (2) the percentage responding to each level of the six-point Likert scale, and (3) the mean response to each statement for each question.

Additional analyses were made to compare the means on importance of tasks between the following groups: (1) all secondary versus all postsecondary administrators, (2) all vocational-only administrators versus all administrators concerned with both general and vocational education, (3) secondary administrators concerned with vocational programs versus secondary administrators concerned with both general and vocational education programs, and (4) postsecondary administrators concerned only with occupational programs versus postsecondary administrators concerned with both general and occupational programs. A t-test of significance was computed between the various means to determine whether actual differences at the .05 or higher level existed.

RESULTS

The results of the competency identification, the competency verification, and the data analysis are summarized here. Tables showing the number of respondents, the percentage responding, and the mean ratings for each task are presented in Appendix D. To enable comparisons, a "Master List of Categories and Task Statements" from the 1977 study by Norton et al. is presented as Appendix E. Information regarding task ratings that were significantly different for different groups is presented in Appendixes F, G, H, and I. Appendix J contains a list of the recommended additions and modifications to the task statements. Finally, a summary of selected items from Part II of the task inventory instrument is presented in Appendix K.

Competency Identification

The DACUM committee identified 12 duty areas and 210 different tasks. The committee started its work by reviewing the nine duties from the 1977 study to determine what changes were needed. After much debate, the committee modified four of the original nine duties, identified four new duty areas, and kept four of the original duties. The chart on the following page summarizes the changes made.

Next, the committee began the identification of the specific tasks associated with each duty area. This identification was conducted initially without any reference to the existing literature. On the third day when the committee had specified all of the tasks they were aware of, the 1977 National Center task list and others available from the recent literature were shared with the committee. A few additional tasks were accepted by the committee as a result of this review. A total of 210 task statements were identified by the DACUM committee.

Competency Verification

A total of 98 qualified secondary and 90 qualified postsecondary administrators were nominated for a total of 188 potential respondents. By August 15, 1987, the final cutoff date for receipt of the completed task inventories, 128 of the 188 administrators had returned usable instruments for a 68 percent rate of return.

Of this total, 52 of the respondents were employed in secondary level agencies, 49 persons in postsecondary agencies, and 27 persons reported working in agencies that had both secondary and postsecondary students.

Data Analysis

The summary of the responses of the 128 administrators to the 210 task statements contained in the inventory is presented in Appendix D.

DUTY STATEMENTS COMPARED

1977 Statements	1987 Statements	Action
A. Program Planning, Development, and Evaluation	A. Program Planning and Development, Evaluation and Improvement	Modified
B. Instructional Management	B. Curriculum and Instructional Management	Modified
C. Student Services	C. Student Services	Same
D. Personnel Management	D. Personnel Management	Same
	E. Business and Financial Management	Same (I)
	F. Facilities and Equipment Management	Same (H)
E. Staff-Development F. Professional Relations and Self-Development	G. Professional and Staff Development	Modified
	H. Resource Development (Financial and Other)	New
	I. Marketing Vocational-Technical Education	New
G. School/Employer/Community Relations	J. Public Relations	Modified
H. Facilities and Equipment Management	K. Economic Development	New
I. Business and Financial Management	L. Program Articulation	New

Responses to the question "How important is the performance of this task in your job as an administrator" are reported as follows:

1. Number of responses to each statement
2. Mean response to each statement
3. Percent responding to each level of the six-point scale

Responses to the question "How difficult do most administrators find it to learn to perform this task correctly" are reported in a like manner.

Using an arbitrary cutoff score of a mean of 2.5 or higher on the scale of task importance resulted in 201 of the 210 tasks being declared as important. It should be noted that only two statements (E-14 and E-16) received a mean score of less that 2.0. See the Vocational Administrator Competency Profile, which follows for a graphic portrayal of the 201 tasks verified as important.

An analysis was also conducted to determine if any of the tasks verified in the 1977 study (see Appendix E) dropped out of the 1987 listing (meaning they were no longer considered important). Although this comparative analysis is very difficult because of the different duties identified and the different wording used in many of the task statements, it was concluded that only two tasks (A-4 and D-77) had been omitted. The major change that occurred was the addition of 4 new duties and 35 new task statements. The many changes and additions that occurred in the updated job analysis are considered extremely significant.

The responses were also analyzed to determine whether there were any statistically significant differences in the way the four subgroups perceived the importance of the competencies. The following significant differences were obtained:

1. Secondary administrators rated 42 task statements significantly different than did the postsecondary administrators. See Appendix F for a listing of these tasks and their scores.

2. Vocational administrators rated 24 task statements significantly different than did administrators of both vocational and general programs. See Appendix G for a listing of these tasks and their scores.

3. Secondary vocational administrators rated 29 task statements significantly different than did secondary administrators of both vocational and general programs. See Appendix H for a list of these tasks and their scores.

4. Postsecondary vocational administrators rated 9 task statements significantly different than did postsecondary administrators of both vocational and general programs. See Appendix I for a list of these tasks and their scores.

At the end of each category of task statements on the administrator task inventory, space was provided and respondents were instructed to "add any other statements that describe any other critical tasks that you have performed or

COMPETENCY PROFILE OF VOCATIONAL AND TECHNICAL EDUCATION ADMINISTRATOR

Name _____ Address _____

Institution _____ Date Started _____

Resource Person(s) _____

Duties	Competencies												
A Program Planning and Development, Evaluation and Improvement	A-1 Conduct occupational training program needs assessment	A-2 Identify labor market needs	A-3 Survey student interests	A-4 Identify current and potential labor market supply	A-5 Determine program feasibility	A-6 Utilize advisory committees	A-7 Utilize general advisory council	A-8 Establish program goals and objectives	A-9 Develop program curriculum outline	A-10 Review licensure, accreditation, and certification requirements	A-11 Determine facility, supply, and equipment needs	A-12 Determine personnel needs	A-13 Establish program budget
	A-14 Prepare program proposal	A-15 Secure external and internal program approvals	A-16 Establish linkages with other service deliverers	A-17 Develop a program evaluation plan	A-18 Establish criteria for program evaluation	A-19 Analyze student enrollment and follow-up data	A-20 Determine program cost and effectiveness	A-21 Interpret & use research results for program development & improvement	A-22 Develop program modification plan based on evaluation data	A-23 Design and/or participate in institutional research studies	A-24 Prepare annual program plan	A-25 Develop long-range plan (e.g., program, facilities, and equipment)	A-26 Recommend program policies to the administration and board
	A-27 Implement local board and administrative policies												
B Curriculum and Instructional Management	B-1 Establish curriculum development and review procedures	B-2 Comply with legal requirements and regulations	B-3 Identify student competencies through job/occupational analysis	B-4 Verify (validate) occupational tasks locally	B-5 Conduct task analysis as basis for curriculum development	B-6 Search for and procure existing vocational-technical curriculum	B-7 Adopt, adapt, or develop vocational-technical curriculum	B-8 Determine program course sequence	B-9 Determine related academic requirements	B-10 Coordinate identification of support course content	B-11 Encourage dev. of integrated academic and voc. instruction	B-12 Indentify program articulation options	B-13 Establish program admission requirements
	B-14 Determine student progress reporting system	B-15 Establish instructor qualifications	B-16 Determine instructional delivery methods	B-17 Facilitate selection of instructional techniques	B-18 Seek instructional assistance from business and industry	B-19 Contract for training w/private and public sectors when appropriate	B-20 Evaluate curriculum and instructional management function						
C Student Services	C-1 Recruit and select students	C-2 Develop or assist in development of student handbook	C-3 Comply w/applicable fed. & state statutes & regula. regarding students	C-4 Develop and maintain student record-keeping systems	C-5 Provide for student assessment services	C-6 Provide guidance and counseling services	C-7 Coordinate financial aid and scholarships	C-8 Provide for library and media services	C-9 Provide support services for special populations	C-10 Provide for cooperative work experience	C-11 Provide for vocational student organizations (VSO)	C-12 Provide for student discipline	C-13 Provide for student safety
	C-14 Develop or assist with master schedule of classes	C-15 Schedule or assist with scheduling of students in classes	C-16 Provide for job & educational transfer placements	C-17 Coordinate student and employer follow-up studies	C-18 Provide for crisis intervention	C-19 Evaluate student services program .							
D Personnel Management	D-1 Establish & maintain personnel management policies & procedures	D-2 Comply with applicable state and federal statues	D-3 Develop personnel policies handbook(s)	D-4 Recommend organizational structure	D-5 Develop job descriptions	D-6 Recruit part-time and full-time personnel	D-7 Screen and interview applicants	D-8 Select and recommend personnel for employment	D-9 Arrange for substitute personnel	D-10 Negotiate employment contracts	D-11 Manage employment contracts	D-12 Supervise faculty and staff	D-13 Establish and maintain open communications with personnel
	D-14 Orient new personnel to institutional policies and procedures	D-15 Evaluate faculty and staff performance	D-16 Recognize exemplary personnel performance	D-17 Utilize due process for making personnel adjustments	D-18 Evaluate personnel management function								
E Business and Financial Management	E-1 Develop procedures for business & financial management	E-2 Comply with legal requirements for purchasing and disposal	E-3 Comply with legal requirements for auditing and reporting	E-4 Interpret and apply federal and state aid funding formulas	E-5 Develop operational budgets	E-6 Develop capital budgets	E-7 Prepare bid specifications (e.g., services, supplies, and equipment)	E-8 Provide for risk management	E-9 Monitor program-generated revenues	E-10 Manage financial contracts and agreements	E-11 Monitor financial expenditures	E-12 Manage restricted accounts	E-13 Invest funds as appropriate
	E-14 Modify budgets as needed	E-15 Prepare financial reimbursement documents	E-16 Evaluate business and financial function										
F Facilities and Equipment Management	F-1 Establish procedures and policies for facility and equipment use	F-2 Comply with health and safety requirements	F-3 Interpret and apply requirements for construction of new facilities	F-4 Provide facility design/ renovation specifications	F-5 Est. procedure for seeking & accept. donated equipment & supplies	F-6 Maintain capital equipment inventory	F-7 Establish equipment replacement schedule	F-8 Provide for equipment maintenance	F-9 Provide for equipment repair	F-10 Provide for facility repair	F-11 Provide for facility and equipment security	F-12 Provide for energy management	F-13 Provide access for the handicapped
	F-14 Arrange for rental of equipment and facilities	F-15 Evaluate the facilities & equipment management function											
G Professional and Staff Development	G-1 Survey inservice training needs of staff	G-2 Comply w/ state & local requirements regarding professional development	G-3 Develop individual personnel development plans for staff	G-4 Provide in-house professional staff development program	G-5 Facilitate staff partic. in state dept., coll., univ., & other training programs	G-6 Facilitate technical inservice training of instructors	G-7 Utilize ind./bus. training programs to provide technical update to instructors	G-8 Arrange for faculty return-to-industry experience	G-9 Utilize assistance from gov't., military, & labor to provide tech. update	G-10 Encourage participation in professional organizations & conferences	G-11 Arrange for staff participation and accreditation visits	G-12 Develop management potential of personnel	G-13 Develop personal plan for professional development of one's self
	G-14 Participate in professional meetings & programs for self-development	G-15 Participate in professional organizations	G-16 Evaluate effectiveness of staff development program										

(Competencies for Duties H, I, J, K, and L on reverse side)

Duties	Competencies												
H Resource Development (Financial and Other)	H-1 Establish procedures for resource development	H-2 Establish procedures for resource management	H-3 Identify total resources needed	H-4 Identify available resources	H-5 Correlate resource acquisition with program plan	H-6 Secure appropriate approval for submission of proposals & applica.	H-7 Prepare resource applications	H-8 Prepare resource proposals	H-9 Negotiate contracts and aggreements for resources/services	H-10 Develop partnerships with business, industry, and labor	H-11 Comply with funding sources reporting requirements	H-12 Maintain resource development records	H-13 Maintain resource development database
	H-14 Lobby for financial resources and legislation	H-15 Determine alternatives for continuing funded projects	H-16 Evaluate resource development function										
I Marketing Vocational-Technical Education	I-1 Develop marketing guidelines	I-2 Develop a marketing plan	I-3 Develop printed promotional materials	I-4 Develop audiovisual promotional materials	I-5 Develop specialized promotional materials	I-6 Seek opportunities to make public presentations	I-7 Establish and/or participate in special events	I-8 Identify target groups for marketing approach	I-9 Develop a marketing dissemination plan	I-10 Utilize professional consultant services	I-11 Arrange for the development of professional-quality promo. materials	I-12 Participate actively in Voc. Ed. & American Education Weeks	I-13 Coordinate promotional activities with other educational agencies
	I-14 Seek promotional assistance from others	I-15 Determine effectiveness of marketing plan											
J Public Relations	J-1 Seek out & make use of all opportunities to create a positive image for voc ed	J-2 Comply with Freedom of Information and Privacy Acts	J-3 Maintain attractive physical appearance of facilities	J-4 Establish and maintain positive personal relationships	J-5 Participate in civic and professional groups	J-6 Provide inservice training for faculty & staff for public relation programs	J-7 Encourage faculty & staff to participate in professional & civic groups	J-8 Encourage students to provide community services	J-9 Establish a speakers bureau	J-10 Establish procedures for press releases	J-11 Cultivate positive relationships with other educ'l agencies	J-12 Serve on internal/external boards, counsels, & committees	J-13 Identify and work with community opinion leaders
	J-14 Give public recognition to student and staff achievements	J-15 Give public recognition to supporters of vocational education											
K Economic Development	K-1 Dev. a comprehensive plan for the delivery of econ. development services	K-2 Develop an organizational structure for providing econ. dev. services	K-3 Secure funds for economic development activites	K-4 Apply appropriate marketing strategies for economic development	K-5 Provide inservice training for staff on economic development	K-6 Produce descriptive materials describing econ. dev. capabil ties	K-7 Establish linkages/partnerships with bus., ind., labor, gov't, & the military	K-8 Establish linkages with other econ. development agency providers	K-9 Conduct on-site needs assessment for specific industries	K-10 Conduct job and task analysis as basis for training programs	K-11 Provide technical assistance to industry	K-12 Provide customized training	K-13 Provide technology transfer services
	K-14 Initiate seminars, workshops, & courses for entrepreneurs	K-15 Establish small business incubator program	K-16 Supplement economic development agency services										
L Program Articulation	L-1 Determine need for and benefits of program articulation	L-2 Develop plan and procedures for articulation	L-3 Involve other agencies for articulation purposes	L-4 Establish inner-agency articulation committee	L-5 Develop articulation agreements	L-6 Maintain and renew articulation agreements	L-7 Encourage coordinated planning to avoid duplication of effort	L-8 Establish procedures for granting credit or waiver of requirements					

Worker Traits and Attitudes

Honest/sincere (32)
Flexible/adaptable (29)
Good listener (26)
Energetic (22)
People oriented (21)
Positive/optimistic (21)
Fair (13)
Cooperative (13)
Dedicated (12)
Committed (12)
Open minded (12)
Caring (10)
Decisive (9)
Confident(9)
Innovative (9)
Patient (9)
Dependable (8)
Goal-oriented (8)
Initiator (8)
Consistent (8)
Rational (7)
Persistent (7)
Loyal (7)
Ethical (6)
Sensitive (6)
Good sense of humor (5)
Compassionate (5)
Personable (5)

Vocational and Technical Education Administrator DACUM Committee Members

Clayton Castleman
Stuttgart Public Schools
Stuttgart, AR
Janet Doe
Fanning Trade High School
Worcester, MA
Daniel Hardee
Wake County Schools
Raleigh, NC
Robert Lamping
Pittsburgh Public Schools
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El Dorado, AR
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Marvin Oberlander
Mt. Pleasant Public Schools
Mt. Pleasant, MI
Gerald Paist
Pathfinder Vocational School
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Sponsored by: Consortium for the Development of Professional Materials for Vocational Education. Member states for 1986-87 included Arkansas, Florida, Massachusetts, North Carolina, and Pennsylvania.

Facilitated by: Robert E. Norton, Consortium Program Director
The National Center for Research in Vocational Education, 1987

Verified by: These competencies were verified by 128 expert secondary and postsecondary vocational and technical education administrators who responded to a written administrator task inventory. The worker traits and attitudes were specified by five or more respondents and are listed in the order of most frequently to least frequently mentioned.

For more information about the procedures and outcomes of this study see *A National Indentification and Verification of the Competencies Important to Secondary and Postsecondary Administrators of Vocational-Technical Education* by Robert E. Norton, et al., the National Center for Research in Vocational Education, The Ohio State University, Columbus, OH, 1987.

For information about modules and other materials that have been developed by the National Center, under sponsorship of the multi-state consortium, to address most of the competencies identified, contact the American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602

Developed as part of a DACUM Job Analysis and Verification Project conducted by the National Center for Research in Vocational Education.

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that you feel need to be performed by an administrator." The respondents were also to modify or rewrite any of the listed statements that they felt needed clarification. Although several comments were received in these spaces, only three additional task statements were identified that meet the criteria for task statements. They were as follows:

Duty A:

- o Coordinate planning and program development with other departments
- o Provide political awareness and political leadership

Duty D:

- o Establish and maintain records

For further information about other recommended task statement additions and modifications, see Appendix J.

CONCLUSIONS AND RECOMMENDATIONS

This project was designed to identify and verify the competencies important to local administrators of vocational-technical education at both the secondary and postsecondary levels. The conclusions and recommendations developed are based upon the evidence obtained and the experience of staff in carrying out this project.

Conclusions

In considering the procedures used and the results of this study, the following conclusions are warranted:

1. That the job of local administrators of vocational-technical education, though complex and unique in many ways, can be adequately described in terms of competency or task statements.

2. That the DACUM workshop proved to be a very effective, low cost, and quick procedure for identifying duty and task statements that were verified as important to vocational-technical administrators.

3. That the 4 new duty areas and 35 new task statements identified in this study need to be considered as administrator training programs are established and/or revised. These new tasks should also be addressed by the Consortium as it develops additional professional materials for vocational-technical leadership personnel.

Recommendations

The following recommendations are offered as a guide to other researchers, curriculum developers, and program planners:

1. The competencies identified and nationally verified in this study should be used as a basis for:

   a. designing preservice and inservice programs for local administrators of secondary and postsecondary vocational-technical education

   b. conducting preservice and inservice training needs assessments for local administrators of vocational-technical education

   c. developing competency-based modularized curriculum materials to deliver upon the 201 competencies verified as important

2. The DACUM workshop approach to occupational analysis should be used to develop high-quality, comprehensive, and up-to-date listings of task statements for other professional, vocational, and technical occupations.

3. When verifying lists of task statements, only the most competent workers (incumbents) and/or the immediate supervisors of such workers should be asked to respond to a task inventory instrument.

4. This study resulted in the identification of many new duty and task statements as contrasted with the study conducted in 1977. Therefore, a similar national task identification and verification study needs to be conducted periodically to update the competencies important to vocational and technical administrators.

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APPENDIX A

ADMINISTRATOR TASK INVENTORY

ADMINISTRATOR TASK INVENTORY

y We Need YOUR Help

As part of the 1986-87 Consortium for the Development of Professional Materials for Vocational Education's scope of rk, we are conducting a national study to update and verify the competencies needed by local administrators of voca- onal and technical education to effectively carry out their duties and responsibilities.

The study requires the careful identification and verification of the many tasks performed by local administrators rking at both the secondary and postsecondary levels. Once the tasks have been identified, we expect to develop addi- onal competency-based instructional materials designed specifically to help meet the training needs of these adminis- ators. The knowledge and experience you have gained by your direct involvement in most, if not all, of these tasks ke you uniquely qualified to advise us on both the Importance of each task and on the degree of task learning dif- culty which exists. Your individual responses will be held in strict confidence, as only group responses will be ported.

You have been carefully selected as a qualified respondent, and your input will contribute significantly to the efulness of this study and to the knowledge of the changing role of local administrators in the United States. Because the small (four persons per state) and highly selective sample being used, it is very important that we have a sponse from everyone. Our goal is a 100 percent response! Should you wish to contribute even further to this curricu- m development effort, please provide all of the information requested about your interest and areas of expertise in rt II of this instrument.

Please try to complete this inventory within five working days. A stamped, self-addressed envelope is provided for ur convenience in returning the inventory to:

Dr. Robert E. Norton
Consortium Director
The National Center for Research
In Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
800-848-4815
or
614-486-3655

PART I - TASK STATEMENTS

truction: Please read very carefully!

the pages that follow, you will find a list of 210 task statements, clustered into twelve major duties (A through L), t may relate to the job of local administrator. We need your personal reaction to two major questions about each test tement:

How Important is the performance of the task In your job as an administrator?

How difficult is it to learn to perform the task correctly?

wer these questions by completing the following steps:

For each task in Duty A, indicate how important you believe it is to perform the task. In the "Task Importance" column, choose and circle the number that most accurately reflects the Importance of that task in your job as an administrator. If you do not perform some of the tasks because they are another administrator's responsibility at your school/college, please circle the number which indicates how important you believe those tasks are to the overall administration of vocational education at your school or college. If a teacher or other non-administrator independently performs some of the tasks listed, mark them as of no importance to your job as a local administrator. Use the scale below to rate the importance of each task:

5 = Extremely important
4 = Highly important
3 = Important
2 = Some importance
1 = Least important
0 = Not important

For each of the statements in Duty A that you rated to be of some importance (i.e., 1-5), indicate the degree of task learning difficulty. In the "Task Difficulty" column, indicate the extent to which most administrators find the task difficult to learn. Assume the person has the type of education and previous experiences that are typical for someone with a job as an administrator. Use the scale below to indicate the degree of task learning difficulty.

5 = Extremely difficult to learn to perform properly
4 = Quite difficult to learn to perform properly
3 = Difficult to learn to perform properly; requires considerable knowledge
2 = Somewhat difficult to learn to perform properly; requires limited knowledge
1 = Quite easy to learn to perform properly
0 = Extremely easy to learn to perform

3. Add any statements to Duty A that describe any other critical tasks that you have performed or that you feel need to be performed by an administrator. If you feel that any of the listed statements need clarification, please modify or rewrite them.

4. Repeat Steps 1-3 for <u>each</u> of the remaining duty areas.

5. Check the inventory to be sure that you have responded to the <u>two</u> questions for <u>each</u> statement (except for those tasks you judged to be of no importance). Also, be sure to rate any task statements you have added or modified.

NOTE: This list was developed by the Consortium for the Development of Professional Materials for Vocational Education through use of the DACUM job analysis procedure on January 12-14, 1987.

LOCAL ADMINISTRATOR TASK INVENTORY

NOTE: PLEASE BE SURE YOU HAVE READ THE ABOVE INSTRUCTIONS CAREFULLY BEFORE PROCEEDING.

TASK STATEMENTS	Task Importance How important is the performance of this task in your job as an administrator? (Circle one response) Extremely Important ... Not Important	Task Difficulty How difficult do most administrators find it to learn to perform this task correctly? (Circle one response) Extremely Difficult ... Extremely Easy
TY A: PROGRAM PLANNING AND DEVELOPMENT, EVALUATION AND IMPROVEMENT		
1. Conduct occupational training program needs assessment	5 4 3 2 1 0	5 4 3 2 1 0
2. Identify labor market needs	5 4 3 2 1 0	5 4 3 2 1 0
3. Survey student interests	5 4 3 2 1 0	5 4 3 2 1 0
4. Identify current and potential labor market supply	5 4 3 2 1 0	5 4 3 2 1 0
5. Determine program feasibility	5 4 3 2 1 0	5 4 3 2 1 0
6. Utilize advisory committees	5 4 3 2 1 0	5 4 3 2 1 0
7. Utilize general advisory council	5 4 3 2 1 0	5 4 3 2 1 0
8. Establish program goals and objectives	5 4 3 2 1 0	5 4 3 2 1 0
9. Develop program curriculum outline	5 4 3 2 1 0	5 4 3 2 1 0
10. Review licensure, accreditation, and certification requirements	5 4 3 2 1 0	5 4 3 2 1 0
11. Determine facility, supply, and equipment needs	5 4 3 2 1 0	5 4 3 2 1 0

12.	Determine personnel needs	5	4	3	2	1	0	5	4	3	2	1	0
13.	Establish program budget	5	4	3	2	1	0	5	4	3	2	1	0
14.	Prepare program proposal	5	4	3	2	1	0	5	4	3	2	1	0
15.	Secure external and internal program approvals	5	4	3	2	1	0	5	4	3	2	1	0
16.	Establish linkages with other service deliverers	5	4	3	2	1	0	5	4	3	2	1	0
17.	Develop a program evaluation plan	5	4	3	2	1	0	5	4	3	2	1	0
18.	Establish criteria for program evaluation	5	4	3	2	1	0	5	4	3	2	1	0
19.	Analyze student enrollment and follow-up data	5	4	3	2	1	0	5	4	3	2	1	0
20.	Determine program cost and effectiveness	5	4	3	2	1	0	5	4	3	2	1	0
21.	Interpret and use research results for program development and improvement	5	4	3	2	1	0	5	4	3	2	1	0
22.	Develop program modification plan based on evaluation data	5	4	3	2	1	0	5	4	3	2	1	0
23.	Design and/or participate in institutional research studies	5	4	3	2	1	0	5	4	3	2	1	0
24.	Prepare annual program plan	5	4	3	2	1	0	5	4	3	2	1	0
25.	Develop long-range plan (e.g., program, facilities, and equipment)	5	4	3	2	1	0	5	4	3	2	1	0
26.	Recommend program policies to the administration and board	5	4	3	2	1	0	5	4	3	2	1	0
27.	Implement local board and administrative policies	5	4	3	2	1	0	5	4	3	2	1	0
28.	_____	5	4	3	2	1	0	5	4	3	2	1	0
29.	_____	5	4	3	2	1	0	5	4	3	2	1	0

	Task Importance How important is the performance of this task in your job as an administrator? (Circle one response) Extremely Important ... Not Important	Task Difficulty How difficult do most administrators find it to learn to perform this task correctly? (Circle one response) Extremely Difficult ... Extremely Easy
JTY B: CURRICULUM AND INSTRUCTIONAL MANAGEMENT		
1. Establish curriculum development and review procedures	5 4 3 2 1 0	5 4 3 2 1 0
2. Comply with legal requirements and regulations	5 4 3 2 1 0	5 4 3 2 1 0
3. Identify student competencies through job/occupational analysis	5 4 3 2 1 0	5 4 3 2 1 0
4. Verify (validate) occupational tasks locally	5 4 3 2 1 0	5 4 3 2 1 0
5. Conduct task analysis as basis for curriculum development	5 4 3 2 1 0	5 4 3 2 1 0
6. Search for and procure existing vocational-technical curriculum	5 4 3 2 1 0	5 4 3 2 1 0
7. Adopt, adapt, or develop vocational-technical curriculum	5 4 3 2 1 0	5 4 3 2 1 0
8. Determine program course sequence	5 4 3 2 1 0	5 4 3 2 1 0
9. Determine related academic requirements	5 4 3 2 1 0	5 4 3 2 1 0
10. Coordinate identification of support course content	5 4 3 2 1 0	5 4 3 2 1 0
11. Encourage development of integrated academic and vocational instruction	5 4 3 2 1 0	5 4 3 2 1 0
12. Identify program articulation options	5 4 3 2 1 0	5 4 3 2 1 0

13. Establish program admission requirements	5	4	3	2	1	0	5	4	3	2	1	0
14. Determine student progress reporting system	5	4	3	2	1	0	5	4	3	2	1	0
15. Establish instructor qualifications	5	4	3	2	1	0	5	4	3	2	1	0
16. Determine instructional delivery methods	5	4	3	2	1	0	5	4	3	2	1	0
17. Facilitate selection of instructional techniques	5	4	3	2	1	0	5	4	3	2	1	0
18. Seek instructional assistance from business and industry	5	4	3	2	1	0	5	4	3	2	1	0
19. Contract for training with private and public sectors when appropriate	5	4	3	2	1	0	5	4	3	2	1	0
20. Evaluate curriculum and instructional management function	5	4	3	2	1	0	5	4	3	2	1	0
21. _____	5	4	3	2	1	0	5	4	3	2	1	0
22. _____	5	4	3	2	1	0	5	4	3	2	1	0
DUTY C: STUDENT SERVICES												
1. Recruit and select students	5	4	3	2	1	0	5	4	3	2	1	0
2. Develop or assist in development of student handbook	5	4	3	2	1	0	5	4	3	2	1	0
3. Comply with applicable federal and state statutes and regulations regarding students	5	4	3	2	1	0	5	4	3	2	1	0
4. Develop and maintain student record-keeping systems	5	4	3	2	1	0	5	4	3	2	1	0
5. Provide for student assessment services	5	4	3	2	1	0	5	4	3	2	1	0
6. Provide guidance and counseling services	5	4	3	2	1	0	5	4	3	2	1	0
7. Coordinate financial aid and scholarships	5	4	3	2	1	0	5	4	3	2	1	0
8. Provide for student health services	5	4	3	2	1	0	5	4	3	2	1	0

	Task Importance How important is the performance of this task in your job as an administrator? (Circle one response) Extremely Important ... Not Important	Task Difficulty How difficult do most administrators find it to learn to perform this task correctly? (Circle one response) Extremely Difficult ... Extremely Easy
9. Provide for library and media services	5 4 3 2 1 0	5 4 3 2 1 0
10. Provide support services for special populations	5 4 3 2 1 0	5 4 3 2 1 0
11. Provide for cooperative work experience	5 4 3 2 1 0	5 4 3 2 1 0
12. Provide for student government activities	5 4 3 2 1 0	5 4 3 2 1 0
13. Provide for extracurricular activities	5 4 3 2 1 0	5 4 3 2 1 0
14. Provide for vocational student organizations (VSO)	5 4 3 2 1 0	5 4 3 2 1 0
15. Provide for student discipline	5 4 3 2 1 0	5 4 3 2 1 0
16. Provide for student safety	5 4 3 2 1 0	5 4 3 2 1 0
17. Develop or assist with master schedule of classes	5 4 3 2 1 0	5 4 3 2 1 0
18. Schedule or assist with scheduling of students in classes	5 4 3 2 1 0	5 4 3 2 1 0
19. Provide for job and educational transfer placements	5 4 3 2 1 0	5 4 3 2 1 0
20. Provide directory of external referral agencies	5 4 3 2 1 0	5 4 3 2 1 0
21. Coordinate student and employer follow-up studies	5 4 3 2 1 0	5 4 3 2 1 0

22.	Provide for crisis intervention	5	4	3	2	1	0	5	4	3	2	1
23.	Evaluate student services program	5	4	3	2	1	0	5	4	3	2	1
24.	_____	5	4	3	2	1	0	5	4	3	2	1
25.	_____	5	4	3	2	1	0	5	4	3	2	1

DUTY D: PERSONNEL MANAGEMENT

1.	Establish and maintain personnel management policies and procedures	5	4	3	2	1	0	5	4	3	2	1
2.	Comply with applicable state and federal statutes	5	4	3	2	1	0	5	4	3	2	1
3.	Develop personnel policies handbook(s)	5	4	3	2	1	0	5	4	3	2	1
4.	Recommend organizational structure	5	4	3	2	1	0	5	4	3	2	1
5.	Develop job descriptions	5	4	3	2	1	0	5	4	3	2	1
6.	Recruit part-time and full-time personnel	5	4	3	2	1	0	5	4	3	2	1
7.	Screen and interview applicants	5	4	3	2	1	0	5	4	3	2	1
8.	Select and recommend personnel for employment	5	4	3	2	1	0	5	4	3	2	1
9.	Arrange for substitute personnel	5	4	3	2	1	0	5	4	3	2	1
10.	Negotiate employment contracts	5	4	3	2	1	0	5	4	3	2	1
11.	Manage employment contracts	5	4	3	2	1	0	5	4	3	2	1
12.	Supervise faculty and staff	5	4	3	2	1	0	5	4	3	2	1
13.	Establish and maintain open communications with personnel	5	4	3	2	1	0	5	4	3	2	1
14.	Orient new personnel to institutional policies and procedures	5	4	3	2	1	0	5	4	3	2	1
15.	Evaluate faculty and staff performance	5	4	3	2	1	0	5	4	3	2	1

	Task Importance How important is the performance of this task in your job as an administrator? (Circle one response) Extremely Important ... Not Important	Task Difficulty How difficult do most administrators find it to learn to perform this task correctly? (Circle one response) Extremely Difficult ... Extremely Easy
16. Recognize exemplary personnel performance	5 4 3 2 1 0	5 4 3 2 1 0
17. Utilize due process for making personnel adjustments	5 4 3 2 1 0	5 4 3 2 1 0
18. Evaluate personnel management functions	5 4 3 2 1 0	5 4 3 2 1 0
19. _____	5 4 3 2 1 0	5 4 3 2 1 0
20. _____	5 4 3 2 1 0	5 4 3 2 1 0
DUTY E: BUSINESS AND FINANCIAL MANAGEMENT		
1. Develop procedures for business and financial management	5 4 3 2 1 0	5 4 3 2 1 0
2. Comply with legal requirements for purchasing and disposal	5 4 3 2 1 0	5 4 3 2 1 0
3. Comply with legal requirements for auditing and reporting	5 4 3 2 1 0	5 4 3 2 1 0
4. Interpret and apply federal and state aid funding formulas	5 4 3 2 1 0	5 4 3 2 1 0
5. Develop operational budgets	5 4 3 2 1 0	5 4 3 2 1 0
6. Develop capital budgets	5 4 3 2 1 0	5 4 3 2 1 0
7. Prepare bid specifications (e.g., services, supplies, and equipment)	5 4 3 2 1 0	5 4 3 2 1 0

8. Provide for risk management	5	4	3	2	1	0	5	4	3	2	1	0
9. Monitor program-generated revenues	5	4	3	2	1	0	5	4	3	2	1	0
10. Manage financial contracts and agreements	5	4	3	2	1	0	5	4	3	2	1	0
11. Monitor financial expenditures	5	4	3	2	1	0	5	4	3	2	1	0
12. Manage restricted accounts	5	4	3	2	1	0	5	4	3	2	1	0
13. Provide for student transportation	5	4	3	2	1	0	5	4	3	2	1	0
14. Provide and monitor student lunch program	5	4	3	2	1	0	5	4	3	2	1	0
15. Invest funds as appropriate	5	4	3	2	1	0	5	4	3	2	1	0
16. Borrow funds as needed	5	4	3	2	1	0	5	4	3	2	1	0
17. Modify budgets as needed	5	4	3	2	1	0	5	4	3	2	1	0
18. Prepare financial reimbursement documents	5	4	3	2	1	0	5	4	3	2	1	0
19. Evaluate business and financial functions	5	4	3	2	1	0	5	4	3	2	1	0
20. _____	5	4	3	2	1	0	5	4	3	2	1	0
21. _____	5	4	3	2	1	0	5	4	3	2	1	0

DUTY F: FACILITIES AND EQUIPMENT MANAGEMENT

1. Establish procedures and policies for facility and equipment use	5	4	3	2	1	0	5	4	3	2	1	0
2. Comply with health and safety requirements	5	4	3	2	1	0	5	4	3	2	1	0
3. Interpret and apply requirements for construction of new facilities	5	4	3	2	1	0	5	4	3	2	1	0
4. Provide facility design/renovation specifications	5	4	3	2	1	0	5	4	3	2	1	0
5. Establish procedure for seeking and accepting donated equipment and supplies	5	4	3	2	1	0	5	4	3	2	1	0

	Task Importance How important is the performance of this task in your job as an administrator? (Circle one response) Extremely Important ... Not Important	Task Difficulty How difficult do most administrators find it to learn to perform this task correctly? (Circle one response) Extremely Difficult ... Extremely Easy
6. Maintain capital equipment inventory	5 4 3 2 1 0	5 4 3 2 1 0
7. Establish equipment replacement schedule	5 4 3 2 1 0	5 4 3 2 1 0
8. Provide for equipment maintenance	5 4 3 2 1 0	5 4 3 2 1 0
9. Provide for equipment repair	5 4 3 2 1 0	5 4 3 2 1 0
10. Provide for facility repair	5 4 3 2 1 0	5 4 3 2 1 0
11. Provide for facility and equipment security	5 4 3 2 1 0	5 4 3 2 1 0
12. Provide for energy management	5 4 3 2 1 0	5 4 3 2 1 0
13. Provide access for the handicapped	5 4 3 2 1 0	5 4 3 2 1 0
14. Arrange for rental of equipment and facilities	5 4 3 2 1 0	5 4 3 2 1 0
15. Evaluate the facilities and equipment management function	5 4 3 2 1 0	5 4 3 2 1 0
16. _____	5 4 3 2 1 0	5 4 3 2 1 0
17. _____	5 4 3 2 1 0	5 4 3 2 1 0
DUTY G: PROFESSIONAL AND STAFF DEVELOPMENT		
1. Survey inservice training needs of staff	5 4 3 2 1 0	5 4 3 2 1 0
2. Comply with state and local requirements regarding professional development	5 4 3 2 1 0	5 4 3 2 1 0

3.	Develop individual personnel development plans for staff	5	4	3	2	1	0	5	4	3	2	1	0
4.	Provide in-house professional staff development program	5	4	3	2	1	0	5	4	3	2	1	0
5.	Facilitate staff participation in state department, college, university, and other training programs	5	4	3	2	1	0	5	4	3	2	1	0
6.	Facilitate technical inservice training of instructors	5	4	3	2	1	0	5	4	3	2	1	0
7.	Utilize industry/business training programs to provide technical update to instructors	5	4	3	2	1	0	5	4	3	2	1	0
8.	Arrange for faculty return-to-industry experience	5	4	3	2	1	0	5	4	3	2	1	0
9.	Utilize assistance from government, military, and labor to provide technical update	5	4	3	2	1	0	5	4	3	2	1	0
10.	Encourage participation in professional organizations and conferences	5	4	3	2	1	0	5	4	3	2	1	0
11.	Arrange for staff participation and accreditation visits	5	4	3	2	1	0	5	4	3	2	1	0
12.	Arrange for staff participation in sabbaticals	5	4	3	2	1	0	5	4	3	2	1	0
13.	Develop management potential of personnel	5	4	3	2	1	0	5	4	3	2	1	0
14.	Develop personal plan for professional development of one's self	5	4	3	2	1	0	5	4	3	2	1	0
15.	Participate in professional meetings and programs for self-development	5	4	3	2	1	0	5	4	3	2	1	0
16.	Participate in professional organizations	5	4	3	2	1	0	5	4	3	2	1	0
17.	Evaluate effectiveness of staff development program	5	4	3	2	1	0	5	4	3	2	1	0
18.	_____	5	4	3	2	1	0	5	4	3	2	1	0
19.	_____	5	4	3	2	1	0	5	4	3	2	1	0

	Task Importance How important is the performance of this task in your job as an administrator? (Circle one response) Extremely Important ... Not Important	Task Difficulty How difficult do most administrators find it to learn to perform this task correctly? (Circle one response) Extremely Difficult ... Extremely Easy
DUTY H: RESOURCE DEVELOPMENT (FINANCIAL AND OTHER)		
1. Establish procedures for resource development	5 4 3 2 1 0	5 4 3 2 1 0
2. Establish procedures for resource management	5 4 3 2 1 0	5 4 3 2 1 0
3. Identify total resources needed	5 4 3 2 1 0	5 4 3 2 1 0
4. Identify available resources (e.g., financial and other)	5 4 3 2 1 0	5 4 3 2 1 0
5. Correlate resource acquisition with program plan	5 4 3 2 1 0	5 4 3 2 1 0
6. Secure appropriate approval for submission of proposals and applications	5 4 3 2 1 0	5 4 3 2 1 0
7. Prepare resource applications	5 4 3 2 1 0	5 4 3 2 1 0
8. Prepare resource proposals (e.g., research, pilot, and demonstration programs)	5 4 3 2 1 0	5 4 3 2 1 0
9. Negotiate contracts and agreements for resources/services	5 4 3 2 1 0	5 4 3 2 1 0
10. Develop partnerships with business, industry, and labor	5 4 3 2 1 0	5 4 3 2 1 0
11. Secure approval from appropriating authority for millage or levy campaign	5 4 3 2 1 0	5 4 3 2 1 0

12. Comply with funding sources reporting requirements	5	4	3	2	1	0	5	4	3	2	1	0
13. Maintain resource development records	5	4	3	2	1	0	5	4	3	2	1	0
14. Maintain resource development database	5	4	3	2	1	0	5	4	3	2	1	0
15. Lobby for financial resources and legislation	5	4	3	2	1	0	5	4	3	2	1	0
16. Determine alternatives for continuing funded projects	5	4	3	2	1	0	5	4	3	2	1	0
17. Evaluate resource development function	5	4	3	2	1	0	5	4	3	2	1	0
18. _____	5	4	3	2	1	0	5	4	3	2	1	0
19. _____	5	4	3	2	1	0	5	4	3	2	1	0

DUTY I: MARKETING VOCATIONAL-TECHNICAL EDUCATION

1. Develop marketing guidelines	5	4	3	2	1	0	5	4	3	2	1	0
2. Develop a marketing plan	5	4	3	2	1	0	5	4	3	2	1	0
3. Develop printed promotional materials (e.g., brochures, newsletters, press releases)	5	4	3	2	1	0	5	4	3	2	1	0
4. Develop audiovisual promotional materials (e.g., slides, tapes, and videos)	5	4	3	2	1	0	5	4	3	2	1	0
5. Develop specialized promotional materials (e.g., bumper stickers, pens, key chains, billboards)	5	4	3	2	1	0	5	4	3	2	1	0
6. Seek opportunities to make public presentations	5	4	3	2	1	0	5	4	3	2	1	0
7. Establish and/or participate in special events (e.g., open houses, mall shows, fairs)	5	4	3	2	1	0	5	4	3	2	1	0
8. Identify target groups for marketing approach (e.g., students, counselors, parents, advisory groups)	5	4	3	2	1	0	5	4	3	2	1	0

	Task Importance How important is the performance of this task in your job as an administrator? (Circle one response) Extremely Important ... Not Important	Task Difficulty How difficult do most administrators find it to learn to perform this task correctly? (Circle one response) Extremely Difficult ... Extremely Easy
9. Develop a marketing dissemination plan	5 4 3 2 1 0	5 4 3 2 1 0
10. Utilize professional consultant services	5 4 3 2 1 0	5 4 3 2 1 0
11. Arrange for the development of professional-quality promotional materials	5 4 3 2 1 0	5 4 3 2 1 0
12. Participate actively in Vocational Education and American Education Weeks	5 4 3 2 1 0	5 4 3 2 1 0
13. Coordinate promotional activities with other educational agencies	5 4 3 2 1 0	5 4 3 2 1 0
14. Seek promotional assistance from others (e.g., money, chamber of commerce)	5 4 3 2 1 0	5 4 3 2 1 0
15. Determine effectiveness of marketing plan	5 4 3 2 1 0	5 4 3 2 1 0
16. _____	5 4 3 2 1 0	5 4 3 2 1 0
17. _____	5 4 3 2 1 0	5 4 3 2 1 0

UTY J: PUBLIC RELATIONS

1. Seek out and make use of all opportunities to create a positive image for vocational education	5 4 3 2 1 0	5 4 3 2 1 0
2. Comply with Freedom of Information and Privacy Acts	5 4 3 2 1 0	5 4 3 2 1 0

3. Maintain attractive physical appearance of facilities	5	4	3	2	1	0	5	4	3	2	1	0
4. Establish and maintain positive personal relationships	5	4	3	2	1	0	5	4	3	2	1	0
5. Participate in civic and professional groups	5	4	3	2	1	0	5	4	3	2	1	0
6. Provide inservice training for faculty and staff for public relation programs	5	4	3	2	1	0	5	4	3	2	1	0
7. Encourage faculty and staff to participate in professional and civic groups	5	4	3	2	1	0	5	4	3	2	1	0
8. Encourage students to provide community services	5	4	3	2	1	0	5	4	3	2	1	0
9. Establish a speakers bureau	5	4	3	2	1	0	5	4	3	2	1	0
10. Establish procedures for press releases	5	4	3	2	1	0	5	4	3	2	1	0
11. Cultivate positive relationships with other educational agencies	5	4	3	2	1	0	5	4	3	2	1	0
12. Serve on internal/external boards, counsels, and committees	5	4	3	2	1	0	5	4	3	2	1	0
13. Identify and work with community opinion leaders	5	4	3	2	1	0	5	4	3	2	1	0
14. Give public recognition to student and staff achievements	5	4	3	2	1	0	5	4	3	2	1	0
15. Give public recognition to supporters of vocational education	5	4	3	2	1	0	5	4	3	2	1	0
16. _____	5	4	3	2	1	0	5	4	3	2	1	0
17. _____	5	4	3	2	1	0	5	4	3	2	1	0

DUTY K: ECONOMIC DEVELOPMENT

1. Develop a comprehensive plan for the delivery of economic development services	5	4	3	2	1	0	5	4	3	2	1	0

	Task Importance How important is the performance of this task in your job as an administrator? (Circle one response) Extremely Important ... Not Important	Task Difficulty How difficult do most administrators find it to learn to perform this task correctly? (Circle one response) Extremely Difficult ... Extremely Easy
2. Develop an organizational structure for providing economic development services	5 4 3 2 1 0	5 4 3 2 1 0
3. Secure funds for economic development activities	5 4 3 2 1 0	5 4 3 2 1 0
4. Apply appropriate marketing strategies for economic development	5 4 3 2 1 0	5 4 3 2 1 0
5. Provide inservice training for staff on economic development	5 4 3 2 1 0	5 4 3 2 1 0
6. Produce descriptive materials describing economic development capabilities	5 4 3 2 1 0	5 4 3 2 1 0
7. Establish linkages/partnerships with business, industry, labor, government, and the military	5 4 3 2 1 0	5 4 3 2 1 0
8. Establish linkages with other economic development agency providers	5 4 3 2 1 0	5 4 3 2 1 0
9. Conduct on-site needs assessment for specific industries	5 4 3 2 1 0	5 4 3 2 1 0
10. Conduct job and task analysis as basis for training programs	5 4 3 2 1 0	5 4 3 2 1 0
11. Provide technical assistance to industry	5 4 3 2 1 0	5 4 3 2 1 0
12. Provide customized training	5 4 3 2 1 0	5 4 3 2 1 0
13. Provide technology transfer services	5 4 3 2 1 0	5 4 3 2 1 0

14. Initiate seminars, workshops, and courses for entrepreneurs	5	4	3	2	1	0	5	4	3	2	1	0
15. Establish small business incubator program	5	4	3	2	1	0	5	4	3	2	1	0
16. Supplement economic development agency services	5	4	3	2	1	0	5	4	3	2	1	0
17. _____	5	4	3	2	1	0	5	4	3	2	1	0
18. _____	5	4	3	2	1	0	5	4	3	2	1	0

DUTY L: PROGRAM ARTICULATION

1. Determine need for and benefits of program articulation	5	4	3	2	1	0	5	4	3	2	1	0
2. Develop plan and procedures for articulation	5	4	3	2	1	0	5	4	3	2	1	0
3. Involve other agencies for articulation purposes	5	4	3	2	1	0	5	4	3	2	1	0
4. Establish inner-agency articulation committee	5	4	3	2	1	0	5	4	3	2	1	0
5. Develop articulation agreements	5	4	3	2	1	0	5	4	3	2	1	0
6. Maintain and renew articulation agreements	5	4	3	2	1	0	5	4	3	2	1	0
7. Encourage coordinated planning to avoid duplication of effort	5	4	3	2	1	0	5	4	3	2	1	0
8. Establish procedures for granting credit or waiver of requirements	5	4	3	2	1	0	5	4	3	2	1	0
9. _____	5	4	3	2	1	0	5	4	3	2	1	0
10. _____	5	4	3	2	1	0	5	4	3	2	1	0

PART II - GENERAL INFORMATION

1. Name of school/college you are employed by _____

2. Educational level of agency (check one) _____ secondary _____ postsecondary _____ both secondary and postsecondary

3. Your present job title _____

4. Title of the person you report to _____

5. Highest level of formal education you have completed (check one):

_____ a. High school
_____ b. Associate's degree
_____ c. Bachelor's degree
_____ d. Master's degree
_____ e. Doctoral degree
_____ f. Other, please specify _____

6. What is the total number of vocational-technical instructors/teachers under your supervision _____

7. What type of education/training did you receive for your job as vocational administrator (check all that apply)?

_____ a. Took general education administrator courses
_____ b. Took vocational education administrator courses
_____ c. Used competency-based administrator modules
_____ d. Completed self-study materials
_____ e. Attended workshops
_____ f. Learned by doing
_____ g. Participated in supervised internship
_____ h. Participated in externship program
_____ i. Other, please specify _____

8. How adequate was the training you initially received as an administrator (check one)?

_____ a. Very adequate
_____ b. Adequate
_____ c. Inadequate
_____ d. Very inadequate
_____ e. Received none

9. Please list up to six worker traits or attitudes that you feel are most important to a successful administrator:

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

10. What type of training materials would be most valuable for new administrators?

_____ a. Competency-based modules _____ c. Self-study materials

_____ b. Administrator guides _____ d. Other, please specify

_____

11. Please list two or more references that you have found most valuable in your job:

a. _____

b. _____

c. _____

d. _____

12. In the space provided, please indicate:

a. whether you would be interested in serving as a consultant to develop instructional packages for administrators?

_____ Yes _____ No If yes, please indicate your particular area(s) of strength and expertise:

(1)_____ (2)_____

b. whether you have previously developed competency-based instructional materials?

_____ Yes _____ No If yes, what type and how many?_____

_____

13. Comments:

THANK YOU VERY MUCH FOR COMPLETING THIS INVENTORY!

APPENDIX B

COVER LETTER

OSU The Ohio State University

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210-1090

Phone: 614—486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

March 26, 1987

At our request, your state director of vocational education has nominated you as an administrator who is well-qualified to assist us with an important research task. By nominating you, in accordance with our selection criteria, your state director has identified you as one of the most capable local administrators of vocational education in your state. We hope you will find time in your busy schedule to give us the type of information that only a person in your position can provide.

We are committed to developing additional competency-based instructional materials that will help present and future administrators achieve greater competence through effective training. Before we can develop such materials, we must have the help of expert practitioners in identifying the competencies that really make a difference, and for which training is most important.

Won't you please take the time now or in the next five working days to complete the enclosed "Administrator Task Inventory"? Your responses to the inventory will contribute significantly to our research efforts, and more importantly, help establish a better basis upon which future training materials and programs for local administrators can be developed. We have enclosed a National Center pen for your convenience in responding to the inventory and a list of the materials already developed, for your information.

Your professional assistance in this important endeavor will be very much appreciated and if I can ever be of assistance to you, I hope you will feel free to contact me.

Sincerely,

Robert E. Norton
Consortium Director

REN/st
Enclosures

APPENDIX C

FOLLOW-UP LETTER

OSU

The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210-1090

Phone: 614—486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

May 12, 1987

We recently mailed you an "Administrator Task Inventory" and asked for your assistance in verifying the administrator task statements contained in it. You were one of a select group of local administrators recommended by state directors to assist us in this important research effort.

We have received many responses to the inventory (over 60%) and they promise to be a tremendous aid to our research efforts. However, we would really like a 100 percent response to positively verify these task statements and are hoping for everyone's help.

We feel that your input is very important to our findings. Your responses will help our multistate Consortium develop competency-based instructional materials that are on target for you and other administrators.

We are enclosing another questionnaire in case the first one has been mislaid. We hope that you will help us by finding time to complete it today.

Thank you for your assistance.

Sincerely,

Robert E. Norton
Consortium Director

REN/me
Enclosure

APPENDIX D

SUMMARY OF RESPONSES TO 210 ADMINISTRATOR TASKS IN TERMS OF THE PERCEIVED IMPORTANCE AND LEARNING DIFFICULTY OF EACH TASK

Results of a National Survey to Identify and
Verify the Importance of and the Difficulty of
Learning to Perform 210 Vocational Administrator Tasks

SUMMARY OF RESPONSES TO 210 ADMINISTRATIVE TASKS IN TERMS OF PERCEIVED IMPORTANCE AND LEARNING DIFFICULTY OF EACH TASK

	# of Respondents	How Important is the performance of this task in your job as an administrator? (% Responding)							# of Respondents	How difficult do most administrators find it to learn to perform this task correctly? (% Responding)						
		Mn	5	4	3	2	1	0		Mn	5	4	3	2	1	0
DUTY A: PROGRAM PLANNING AND DEVELOPMENT, EVALUATION AND IMPROVEMENT																
1. Conduct occupational training program needs assessment	126	4.13	48.4	29.4	15.9	2.4	.8	3.2	123	3.26	4.9	35.8	43.1	13.0	3.3	
2. Identify labor market needs	128	4.27	50.0	35.9	10.2	.8	.8	2.3	125	3.27	13.6	28.8	35.2	16.0	6.4	
3. Survey student interests	128	3.88	30.5	37.5	26.6	2.3	.8	2.3	125	2.40	1.6	11.2	30.4	40.0	16.0	.8
4. Identify current and potential labor market supply	127	4.14	40.9	41.7	12.6	2.4		2.4	124	3.38	16.9	32.3	31.5	11.3	7.3	.8
5. Determine program feasibility	127	4.47	54.3	40.2	3.9	1.6			126	3.49	13.5	38.9	34.9	8.7	4.0	
6. Utilize advisory committees	128	4.33	52.8	35.9	7.0	3.1		1.6	126	2.81	7.1	26.2	28.6	18.3	18.3	1.6
7. Utilize general advisory council	127	3.78	35.4	32.3	16.5	10.2	1.6	3.9	125	2.76	5.6	26.4	27.2	22.4	16.0	2.4
8. Establish program goals and objectives	128	4.49	64.1	26.2	7.0	.8		1.6	126	3.35	4.8	40.5	38.1	12.7	2.4	.8
9. Develop program curriculum outline	128	4.00	43.0	35.2	11.7	3.9	1.6	4.7	124	3.00	4.0	32.3	33.9	21.0	7.3	1.6
10. Review licensure, accreditation, and certification requirements	128	3.78	32.8	28.9	26.6	8.6	3.6	1.6	125	2.58	5.6	15.2	32.8	27.2	16.0	3.2
11. Determine facility, supply, and equipment needs	128	4.20	47.7	33.6	13.3	3.9		1.6	126	3.04	5.6	27.0	38.1	24.6	4.8	

12. Determine personnel needs	128	4.38	58.6	26.6	11.7	1.6	.8	.8	126	3.06	7.1	23.8	45.2	16.7	5.6	1.6
13. Establish program budget	128	4.52	71.1	18.8	6.3	1.6		2.3	125	3.26	8.8	38.4	30.4	16.0	4.8	1.6
14. Prepare program proposal	127	4.31	51.2	32.3	14.2	1.6		.8	127	3.39	15.0	32.3	33.9	15.0	3.9	
15. Secure external and internal program approvals	127	4.28	51.2	27.6	19.7	1.6			126	3.02	6.3	24.6	39.7	23.0	6.3	
16. Establish linkages with other service deliverers	128	3.77	26.6	34.4	32.0	4.7	1.6	.8	125	3.30	12.8	28.8	37.6	18.4	1.6	.8
17. Develop a program evaluation plan	127	4.31	44.9	43.3	11.0			.8	125	3.65	19.2	39.2	27.2	9.6	4.0	
18. Establish criteria for program evaluation	127	4.26	44.9	41.7	11.0	.8		1.6	126	3.56	16.7	38.9	29.4	8.7	4.8	.8
19. Analyze student enrollment and follow-up data	128	3.98	32.8	42.2	21.1	.8	.8	2.3	126	2.83	6.3	15.9	42.1	27.0	7.1	1.6
20. Determine program cost and effectiveness	128	4.23	46.1	32.8	18.8	2.3			127	3.58	19.7	37.0	26.8	14.2	2.4	
21. Interpret and use research results for program development and improvement	128	3.97	26.6	49.2	20.3	3.1		.8	127	3.54	15.0	38.6	34.6	9.4	2.4	
22. Develop program modification plan based on evaluation data	128	4.06	28.1	52.3	18.0	.8		.8	126	3.39	7.1	38.9	35.7	15.9	1.6	
23. Design and/or participate in institutional research studies	125	3.08	12.0	25.6	34.4	19.2	4.0	4.8	121	3.22	13.2	28.1	33.1	19.8	5.0	.8
24. Prepare annual program plan	128	3.99	37.5	37.5	15.6	6.3	1.6	1.6	125	3.21	10.4	23.2	48.8	12.8	4.0	.8
25. Develop long-range plan (e.g., program, facilities, and equipment)	128	4.45	58.6	28.9	11.7	.8			126	3.76	24.6	37.3	29.4	7.9		.8

	# of Respondents	How Important is the performance of this task in your Job as an administrator? (% Responding)						# of Respondents	How difficult do most administrators find it to learn to perform this task correctly? (% Responding)						
		Mn	5	4	3	2	1	0		Mn	5	4	3	2	1	0
26. Recommend program policies to the administration and board	128	4.29	48.4	33.6	16.4	1.6			127	3.05	6.3	26.0	41.7	18.9	6.3	.8
27. Implement local board and administrative policies	128	4.47	61.7	25.0	12.5		.8		127	2.72	3.9	15.0	45.7	21.3	12.6	1.6
DUTY B: CURRICULUM AND INSTRUCTIONAL MANAGEMENT																
1. Establish curriculum development and review procedures	128	4.13	40.6	38.3	18.0	1.6		1.6	126	3.35	10.3	31.7	46.8	6.3	3.2	1.6
2. Comply with legal requirements and regulations	128	4.34	60.2	21.9	14.1	2.3	.8	.8	126	3.00	11.9	19.0	35.7	23.8	9.5	
3. Identify student competencies through job/occupational analysis	127	3.76	27.6	40.2	24.4	1.6	.8	5.5	120	3.30	11.7	32.5	38.3	12.5	1.7	3.3
4. Verify (validate) occupational tasks locally	128	3.54	19.5	41.4	25.8	6.3	.8	6.3	122	3.12	13.1	21.3	37.7	21.3	4.9	1.6
5. Conduct task analysis as basis for curriculum development	127	3.57	28.3	32.3	21.3	9.4	3.1	5.5	121	3.32	14.9	34.7	28.1	15.7	3.3	3.3
6. Search for and procure existing vocational-technical curriculum	128	3.69	24.2	35.9	30.5	5.5	1.6	2.3	124	2.41	3.2	9.7	33.9	33.9	16.9	2.4
7. Adopt, adapt, or develop vocational-technical curriculum	127	3.84	29.1	41.7	20.5	4.7	.8	3.1	123	3.03	7.3	26.0	37.4	23.6	3.3	2.4
8. Determine program course sequence	128	3.61	26.6	38.3	19.5	6.3	3.9	5.5	122	2.76	4.1	20.5	37.7	26.2	8.2	3.3

9. Determine related academic requirements	127	3.71	24.4	43.3	19.7	7.1	2.4	3.1	125	2.81	7.2	18.4	40.0	21.6	8.0	4.8
10. Coordinate identification of support course content	126	3.49	19.8	35.7	32.5	3.2	3.2	5.6	120	2.93	5.0	25.8	38.3	22.5	5.0	3.3
11. Encourage development of integrated academic and vocational instruction	128	4.06	36.7	42.2	14.8	3.1	2.3	.8	126	3.64	27.8	29.4	26.2	11.9	4.8	
12. Identify program articulation options	126	3.83	26.2	42.1	25.4	3.2	1.6	1.6	123	3.37	15.4	22.8	47.2	12.2	2.4	
13. Establish program admission requirements	126	3.33	19.8	32.5	27.8	7.1	5.6	7.1	120	2.61	5.0	11.7	40.8	29.2	8.3	5.0
14. Determine student progress reporting system	127	3.41	22.0	32.3	27.6	6.3	6.3	5.5	122	2.65	4.9	16.4	35.2	28.7	11.5	3.3
15. Establish instructor qualifications	128	4.18	52.3	29.7	9.4	3.9	1.6	3.1	126	2.72	2.4	21.4	41.3	19.8	11.1	4.0
16. Determine instructional delivery methods	128	3.59	25.8	30.5	29.7	5.5	.8	7.0	123	3.13	7.3	33.3	39.0	9.8	6.5	4.1
17. Facilitate selection of instructional techniques	128	3.44	22.7	28.9	32.0	8.6	1.6	6.3	120	3.03	5.8	30.8	35.8	17.5	8.3	1.7
18. Seek instructional assistance from business and industry	128	3.73	28.9	33.6	22.7	8.6	1.6	3.9	125	3.14	13.6	28.8	24.8	24.0	8.8	
19. Contract for training with private and public sectors when appropriate	126	3.17	21.4	24.6	27.8	11.1	5.6	9.5	121	2.71	5.0	24.8	29.8	22.3	13.2	5.0
20. Evaluate curriculum and instructional management function	126	4.00	38.1	37.3	15.9	6.3		2.4	123	3.46	14.6	40.7	28.5	9.8	5.7	.8

DUTY C: STUDENT SERVICES	# of Respondents	How Important is the performance of this task in your job as an administrator? (% Responding) Mn	5	4	3	2	1	0	# of Respondents	How difficult do most administrators find it to learn to perform this task correctly? (% Responding) Mn	5	4	3	2	1	0
1. Recruit and select students	128	3.68	42.2	23.4	15.6	5.5	5.5	7.8	124	3.19	19.4	17.7	37.1	15.3	8.9	1.6
2. Develop or assist in development of student handbook	128	3.26	13.3	35.2	32.0	9.4	3.9	6.3	124	2.52	2.4	11.3	39.5	31.4	12.9	2.4
3. Comply with applicable federal and state statutes and regulations regarding students	128	4.27	56.3	26.6	10.9	1.6	3.1	1.6	125	2.94	8.8	24.0	32.0	24.0	10.4	.8
4. Develop and maintain student record-keeping systems	128	3.77	34.4	35.9	13.3	5.5	3.1	7.0	122	2.72	4.9	15.6	43.4	22.1	10.7	3.3
5. Provide for student assessment services	128	3.68	24.2	43.0	20.3	6.3	1.6	4.7	124	2.98	8.1	20.2	43.5	19.4	8.1	.8
6. Provide guidance and counseling services	128	3.76	41.4	27.3	13.3	7.0	5.5	5.5	120	2.79	7.5	15.0	41.7	22.5	11.7	1.7
7. Coordinate financial aid and scholarships	126	2.88	22.2	23.0	19.0	9.5	8.7	17.5	118	2.60	8.5	13.6	43.7	25.4	8.5	9.3
8. Provide for student health services	125	2.38	11.2	15.2	27.2	13.6	12.0	20.8	116	2.21	4.3	6.0	34.5	26.7	18.1	10.3
9. Provide for library and media services	125	3.38	20.0	32.0	28.0	9.6	6.4	4.0	120	2.45	3.3	5.8	41.7	33.3	13.3	2.5
10. Provide support services for special populations	126	3.84	32.5	34.9	23.0	5.6	1.6	2.4	123	3.35	10.6	35.0	38.2	12.2	3.3	.8
11. Provide for cooperative work experience	125	3.70	31.2	31.2	25.6	4.8	2.4	4.8	120	2.97	5.0	20.0	46.7	19.2	5.8	2.5

12. Provide for student government activities	123	2.36	4.9	17.9	30.9	17.9	11.4	17.1	114	2.18	1.8	5.3	31.6	33.3	19.3	7.9
13. Provide for extracurricular activities	123	2.46	8.9	17.9	30.9	11.4	14.6	16.3	114	2.12	3.5	7.0	27.2	34.2	16.7	11.4
14. Provide for vocational student organizations (VSO)	126	3.39	27.8	127.0	22.2	9.5	6.3	7.1	119	2.68	3.4	21.8	33.6	24.4	14.3	2.5
15. Provide for student discipline	124	3.34	33.9	23.4	16.9	6.5	7.3	12.1	118	2.84	7.6	17.8	35.6	24.6	11.0	2.5
16. Provide for student safety	125	4.36	64.0	22.4	8.0	.8	.8	4.0	120	3.00	5.8	24.2	42.5	20.0	6.7	.8
17. Develop or assist with master schedule of classes	126	3.84	40.5	28.6	18.3	4.0	4.8	4.0	122	2.98	9.0	23.8	34.4	23.0	8.2	1.6
18. Schedule or assist with scheduling of students in classes	124	2.97	18.5	23.4	25.8	7.3	11.3	12.9	115	2.70	5.2	13.9	42.6	23.5	13.0	1.7
19. Provide for job and educational transfer placements	123	3.26	21.1	30.1	25.2	10.6	3.3	9.8	115	2.77	.9	27.0	35.7	23.5	11.3	1.7
20. Provide directory of external referral agencies	123	2.49	4.9	16.3	36.6	20.3	8.9	13.0	115	2.23		9.6	30.4	38.3	16.5	5.2
21. Coordinate student and employer follow-up studies	125	3.77	35.2	31.2	22.4	2.4	4.0	4.8	120	3.02	7.5	25.8	37.5	20.0	8.3	.8
22. Provide for crisis intervention	124	2.99	17.7	23.4	29.8	8.9	9.7	10.5	117	3.28	18.8	27.4	29.1	15.4	6.8	2.6
23. Evaluate student services program	124	3.48	24.2	37.9	20.2	5.6	4.0	8.1	119	2.85	5.9	19.3	42.0	22.7	6.7	3.4
DUTY D: PERSONNEL MANAGEMENT																
1. Establish and maintain personnel management policies and procedures	125	4.18	43.2	42.4	9.6	.8	1.6	2.4	125	3.38	10.4	36.8	36.8	13.6	.8	1.6
2. Comply with applicable state and federal statutes	126	4.41	62.7	24.6	7.9	2.4		2.4	124	3.02	8.1	25.0	41.1	13.7	11.3	.8

	# of Respondents	How Important is the performance of this task in your job as an administrator? (% Responding)						# of Respondents	How difficult do most administrators find it to learn to perform this task correctly? (% Responding)						
		Mn	5	4	3	2	1	0		Mn	5	4	3	2	1	0
3. Develop personnel policies handbook(s)	123	3.68	33.3	31.7	20.3	5.7	2.4	6.5	120	2.94	9.2	19.2	45.0	13.3	10.0	3.3
4. Recommend organizational structure	125	3.89	34.4	37.6	16.8	6.4	3.2	1.6	123	2.96	6.5	23.6	43.1	13.0	13.8	
5. Develop job descriptions	125	3.98	37.6	37.6	16.8	4.0	1.6	2.4	123	2.94	4.1	18.7	52.8	16.3	8.1	
6. Recruit part-time and full-time personnel	126	4.20	49.2	30.2	12.7	3.2	1.6	2.4	124	3.12	8.1	27.4	41.9	14.5	7.3	.8
7. Screen and interview applicants	125	4.30	55.2	28.8	12.8		.8	2.4	123	3.31	12.2	30.1	40.7	11.4	4.9	.8
8. Select and recommend personnel for employment	126	4.51	68.3	20.6	8.7		.8	1.6	125	3.38	13.6	30.4	41.6	9.6	4.0	.8
9. Arrange for substitute personnel	125	2.92	15.2	25.6	25.6	12.8	11.2	9.6	120	2.33	4.2	9.2	32.5	31.7	14.2	8.3
10. Negotiate employment contracts	123	3.29	33.3	24.4	15.4	4.1	9.8	13.0	119	3.37	30.3	19.3	26.9	11.8	4.2	7.6
11. Manage employment contracts	121	3.57	38.0	25.6	15.7	7.4	2.5	10.7	117	3.18	14.5	23.9	39.3	14.5	2.6	5.1
12. Supervise faculty and staff	125	4.44	64.0	27.2	4.8		.8	3.2	123	3.69	22.0	43.1	22.0	8.9	3.3	.8
13. Establish and maintain open communications with personnel	123	4.80	83.7	13.8	1.6			.8	122	3.71	27.0	37.7	23.0	4.1	8.2	
14. Orient new personnel to institutional policies and procedures	125	4.15	47.2	31.2	16.8	1.6	.8	2.4	123	2.78	4.9	17.9	42.3	22.8	9.8	2.4
15. Evaluate faculty and staff performance	123	4.60	76.4	17.1	1.6	1.6	1.6	1.6	122	3.85	30.3	40.2	18.0	7.4	4.1	
16. Recognize exemplary personnel performance	119	4.29	47.9	35.3	16.0			.8	118	3.27	13.6	28.8	37.3	12.7	6.8	.8

17. Utilize due process for making personnel adjustments	118	4.41	55.9	43.7	6.8	.8		1.7	116	3.50	14.7	42.2	26.7	12.1	3.4	.9
18. Evaluate personnel management functions	119	4.03	34.5	45.4	13.4	3.4	1.7	1.7	117	3.47	18.8	29.9	43.2	9.4	4.3	2.6
DUTY E: BUSINESS AND FINANCIAL MANAGEMENT																
1. Develop procedures for business and financial management	124	3.86	40.3	33.9	13.7	3.2	1.6	7.3	119	3.33	13.4	34.5	33.6	10.9	5.0	2.5
2. Comply with legal requirements for purchasing and disposal	124	4.05	48.4	28.2	15.3	1.6	.8	5.6	121	2.93	6.6	26.4	36.4	17.4	10.7	2.5
3. Comply with legal requirements for auditing and reporting	124	4.23	57.3	24.2	12.1	1.6		4.8	122	2.98	6.6	30.3	34.4	15.6	9.0	4.1
4. Interpret and apply federal and state aid funding formulas	123	3.85	43.1	33.3	9.8	2.4	2.4	8.9	117	3.28	13.7	31.6	35.0	10.3	6.8	2.6
5. Develop operational budgets	124	4.51	69.4	19.4	7.3	2.4		1.6	123	3.38	12.2	34.1	42.3	5.7	2.4	3.3
6. Develop capital budgets	123	4.15	52.8	27.6	11.4	1.6	3.3	3.3	121	3.42	14.9	33.9	37.2	8.3	4.1	1.7
7. Prepare bid specifications (e.g., services, supplies, and equipment)	123	3.63	34.1	30.1	19.5	3.3	6.5	6.5	120	3.18	13.3	27.5	34.2	15.8	6.7	2.5
8. Provide for risk management	117	3.21	19.7	35.0	21.4	6.8	5.1	12.0	112	3.20	16.1	25.0	38.4	8.9	6.3	5.4
9. Monitor program-generated revenues	122	3.65	35.2	27.9	20.5	4.9	5.7	5.7	118	3.00	5.1	22.9	46.6	19.5	4.2	1.7
10. Manage financial contracts and agreements	121	3.77	29.8	38.8	21.5	3.3	1.7	5.0	120	2.96	5.0	23.3	43.3	21.7	4.2	2.5
11. Monitor financial expenditures	123	4.39	57.7	31.7	7.3	.8		2.4	122	3.00	4.9	22.1	48.4	19.7	2.5	2.5
12. Manage restricted accounts	119	3.73	39.5	29.4	18.5		2.5	10.1	115	2.78	4.3	18.3	47.8	18.3	3.5	7.8

	# of Respondents	How Important is the performance of this task in your job as an administrator? (% Responding)							# of Respondents	How difficult do most administrators find it to learn to perform this task correctly? (% Responding)						
		Mn	5	4	3	2	1	0		Mn	5	4	3	2	1	0
13. Provide for risk management	116	2.48	15.5	20.7	16.4	13.8	11.2	22.4	105	2.17	4.8	5.7	35.2	21.9	21.0	11.4
14. Provide and monitor student lunch program	111	1.45	5.4	13.5	11.7	9.0	10.8	49.5	96	1.69	1.0	7.3	26.0	18.8	18.8	28.1
15. Invest funds as appropriate	114	2.52	21.9	18.4	18.4	5.3	3.5	32.5	106	2.60	9.4	24.5	29.2	10.4	6.6	19.8
16. Borrow funds as needed	114	1.70	9.6	11.4	16.7	9.6	7.0	45.6	101	2.22	7.9	16.8	26.7	12.9	8.9	26.7
17. Modify budgets as needed	120	3.83	31.7	35.8	25.8	1.7		5.0	118	3.20	2.5	33.9	46.6	11.0	2.5	2.5
18. Prepare financial reimbursement documents	120	3.47	32.5	25.8	21.7	5.0	5.8	9.2	111	2.83	3.6	20.7	42.3	24.3	7.2	1.8
19. Evaluate business and financial functions	119	3.42	26.9	29.4	23.5	5.9	7.6	6.7	116	3.07	7.8	31.9	34.5	15.5	6.0	4.3
DUTY F: FACILITIES AND EQUIPMENT MANAGEMENT																
1. Establish procedures and policies for facility and equipment use	124	3.94	38.7	31.5	21.8	4.0	1.6	2.4	123	2.97	6.5	17.1	50.4	20.3	4.1	1.6
2. Comply with health and safety requirements	124	4.28	56.5	27.4	11.3	.8	.8	3.2	122	3.03	8.2	22.1	39.3	26.2	3.3	.8
3. Interpret and apply requirements for construction of new facilities	123	3.55	35.0	26.8	18.7	6.5	3.3	9.8	119	3.26	12.6	34.5	31.9	13.4	2.5	5.0
4. Provide facility design/ renovation specifications	124	3.64	31.5	36.3	15.3	6.5	2.4	8.1	120	3.43	13.3	39.2	34.2	7.5	2.5	3.3

5. Establish procedure for seeking and accepting donated equipment and supplies	123	3.47	17.1	39.0	29.3	7.3	3.3	4.1	122	2.67	2.5	12.3	48.4	25.4	9.8	1.6
6. Maintain capital equipment inventory	127	3.63	34.6	28.3	18.9	8.7	2.4	7.1	123	2.67	6.5	12.2	41.5	23.6	13.8	2.4
7. Establish equipment replacement schedule	127	3.72	23.6	42.5	26.8	1.6	.8	4.7	124	2.94	6.5	21.8	41.1	22.6	6.5	1.6
8. Provide for equipment maintenance	127	3.61	29.1	33.1	26.0	2.4	.8	8.7	122	2.66	4.1	13.1	43.4	26.2	10.7	2.5
9. Provide for equipment repair	126	3.56	28.6	31.7	25.4	4.0	1.6	8.7	121	2.53	1.7	9.1	46.3	28.9	11.6	2.5
10. Provide for facility repair	126	3.50	24.6	32.5	28 6	5.6		8.7	121	2.72	4.1	7.4	50.4	28.9	5.0	3.3
11. Provide for facility and equipment security	127	3.45	28.3	29.9	22.8	6.3	2.4	10.2	122	2.61	3.3	13.9	41.0	26.2	13.1	2.5
12. Provide for energy management	125	3.10	17.6	29.6	28.8	5.6	6.4	12.0	117	2.83	9.4	19.7	35.0	18.8	14.5	2.6
13. Provide access for the handicapped	125	3.74	36.0	32.8	18.4	2.4	2.4	8.0	121	2.84	5.8	20.7	33.9	26.4	10.7	1.7
14. Arrange for rental of equipment and facilities	124	2.73	11.3	20.2	29.8	15.3	8.1	14.5	119	2.09	.8	5.9	33.6	28.6	23.5	7.6
15. Evaluate the facilities and equipment management function	122	3.57	26.2	32.8	23.8	6.6	2.5	7.4	119	2.91	6.7	18.5	47.1	16.8	8.4	2.5
DUTY G: PROFESSIONAL AND STAFF DEVELOPMENT																
1. Survey inservice training needs of staff	126	4.12	38.1	43.7	14.3	1.6	.8	1.6	124	3.06	10.5	25.8	33.1	21.0	8.9	.8
2. Comply with state and local requirements regarding professional development	126	3.79	31.7	35.7	22.2	4.8	1.6	4.0	124	2.61	5.6	9.7	42.7	25.8	13.7	2.4

	# of Respondents	How Important is the performance of this task in your Job as an administrator? (% Responding)							# of Respondents	How difficult do most administrators find it to learn to perform this task correctly? (% Responding)						
		Mn	5	4	3	2	1	0		Mn	5	4	3	2	1	0
3. Develop individual personnel development plans for staff	126	3.79	30.2	39.7	18.3	6.3	1.6	4.0	123	3.33	16.3	29.3	28.5	17.1	7.3	.8
4. Provide in-house professional staff development program	127	4.00	29.9	48.8	16.5	2.4	.8	1.6	126	3.06	6.3	29.4	39.7	14.3	8.7	1.6
5. Facilitate staff participation in state department, college, university, and other training programs	127	3.84	25.2	44.9	22.8	4.7		2.4	125	2.72	6.4	13.6	37.6	30.4	12.0	
6. Facilitate technical inservice training of instructors	127	3.97	33.9	42.5	15.0	6.3		2.4	125	3.04	9.6	23.2	36.0	24.0	7.2	
7. Utilize industry/business training programs to provide technical update to instructors	127	3.80	26.8	44.1	18.9	5.5	1.6	3.1	124	3.02	12.1	21.8	31.5	25.8	8.1	.8
8. Arrange for faculty return-to-industry experience	127	3.59	24.2	37.8	18.1	11.0	2.4	5.5	123	3.29	22.0	24.4	26.0	17.1	9.8	.8
9. Utilize assistance from government, military, and labor to provide technical update	127	3.13	15.7	29.9	29.1	11.0	5.5	8.7	122	2.87	10.7	19.7	32.0	25.4	8.2	4.1
10. Encourage participation in professional organizations and conferences	127	4.00	31.5	44.1	19.7	2.9		.8	126	2.70	7.9	19.0	30.2	23.0	17.5	2.4
11. Arrange for staff participation and accreditation visits	127	3.65	27.6	30.7	29.9	7.1	.8	3.9	123	2.48	4.1	13.8	30.1	33.3	15.4	3.3
12. Arrange for staff participation in sabbaticals	123	2.37	9.8	17.1	26.8	13.8	11.4	21.1	114	2.02	12.3	7.0	19.3	25.4	21.9	14.0

13. Develop management potential of personnel	126	3.60	27.0	31.0	27.0	9.5	1.6	4.0	122	3.48	18.0	36.1	25.4	11.5	6.6	1.6
14. Develop personal plan for professional development of one's self	127	4.09	38.6	40.9	15.0	3.1	.8	1.6	125	3.09	12.8	22.4	40.0	12.8	9.6	2.4
15. Participate in professional meetings and programs for self-development	126	4.24	42.1	42.1	15.1			.8	125	2.58	2.4	12.0	41.6	24.0	18.4	.8
16. Participate in professional organizations	127	4.26	45.7	39.4	12.6	.8	.8	.8	126	2.37	3.2	7.1	34.9	29.4	21.4	3.2
17. Evaluate effectiveness of staff development program	127	4.13	44.1	34.6	16.5	1.6	.8	2.4	125	3.38	17.6	30.4	33.6	11.2	4.8	2.4
DUTY H: RESOURCE DEVELOPMENT (FINANCIAL AND OTHER)																
1. Establish procedures for resource development	118	3.59	25.2	35.0	26.8	5.7	1.6	5.7	118	3.36	13.6	35.6	33.1	11.0	5.1	1.7
2. Establish procedures for resource management	123	3.72	27.6	38.2	22.8	4.9	2.4	4.1	120	3.33	10.0	39.2	32.5	11.7	5.0	1.7
3. Identify total resources needed	124	4.07	41.9	30.6	22.6	3.2	.8	.8	123	3.44	14.6	36.6	34.1	7.3	7.3	
4. Identify available resources (e.g., financial and other)	125	4.07	38.4	40.0	16.8	2.4		2.4	123	3.29	7.3	36.6	39.0	13.0	3.3	.8
5. Correlate resource acquisition with program plan	123	3.87	32.5	37.4	22.8	3.3		4.1	119	3.23	11.8	26.9	44.5	12.6	3.4	.8
6. Secure appropriate approval for submission of proposals and applications	125	3.77	26.4	40.8	22.4	7.2		3.2	123	2.78	6.5	19.5	35.0	26.0	10.6	2.4
7. Prepare resource applications	124	3.62	21.0	39.5	28.2	5.6	3.2	2.4	121	3.11	6.6	28.9	38.8	19.8	5.8	

	# of Respondents	How Important Is the performance of this task In your Job as an administrator? (% Responding)						# of Respondents	How difficult do most administrators find it to learn to perform this task correctly? (% Responding)						
		Mn	5	4	3	2	1	0		Mn	5	4	3	2	1	0
8. Prepare resource proposals (e.g., research, pilot, and demonstration programs)	124	3.75	25.8	41.9	21.8	5.6	1.6	3.2	120	3.49	15.8	36.7	31.7	12.5	3.3	
9. Negotiate contracts and agreements for resources/services	123	3.46	20.3	34.1	28.5	8.1	5.7	3.3	121	3.26	9.9	31.4	43.0	8.3	5.8	1.7
10. Develop partnerships with business, industry, and labor	122	4.30	49.2	32.8	13.9	1.6		1.6	120	3.63	20.0	39.2	27.5	10.0	3.3	
11. Secure approval from appropriating authority for millage or levy campaign	117	2.33	18.8	16.2	16.2	6.8	12.0	29.9	102	2.73	16.7	19.6	23.5	15.7	8.8	15.7
12. Comply with funding sources reporting requirements	126	4.18	49.2	27.0	19.8	1.6	.8	1.6	125	2.93	4.8	20.8	45.6	20.8	7.2	.8
13. Maintain resource development records	122	3.57	22.1	37.7	24.6	9.8	2.5	3.3	118	2.68	2.5	13.6	44.9	28.0	10.2	.8
14. Maintain resource development database	122	3.48	19.7	36.1	28.7	7.4	4.1	4.1	120	2.83	6.7	17.5	42.5	20.8	10.8	1.7
15. Lobby for financial resources and legislation	122	3.78	35.2	36.1	13.9	5.7	4.1	4.9	118	3.70	24.6	43.2	17.8	7.6	5.1	1.7
16. Determine alternatives for continuing funded projects	123	3.91	30.1	44.7	17.1	4.1	2.4	1.6	121	3.71	17.4	43.8	28.1	7.4	2.5	
17. Evaluate resource development function	117	3.60	22.2	39.3	26.5	5.1	1.7	5.1	114	3.31	9.6	34.2	41.2	8.8	4.4	1.8

DUTY 1: MARKETING VOCATIONAL-TECHNICAL EDUCATION															
1. Develop marketing guidelines	127	5.74	30.7	33.1	24.4	6.3	2.4	3.1	125	3.47	16.8	34.4	32.8	12.0	3.2	.8
2. Develop a marketing plan	127	3.90	41.7	29.1	17.3	4.7	3.1	3.9	124	3.64	23.4	37.9	25.0	7.3	5.6	.8
3. Develop printed promotional materials (e.g., brochures, newsletters, press releases)	127	3.64	29.9	36.2	15.7	8.7	4.7	4.7	122	2.98	7.4	26.2	35.2	20.5	9.8	.8
4. Develop audiovisual promotional materials (e.g., slides, tapes, and videos)	127	3.53	24.4	33.9	25.2	7.1	5.5	3.9	122	3.16	12.3	27.0	35.2	17.2	6.6	1.6
5. Develop specialized promotional materials (e.g., bumper stickers, pens, key chains, billboards)	126	2.76	11.9	21.4	29.4	15.1	12.7	9.5	120	2.53	4.2	18.3	30.0	26.7	15.0	5.8
6. Seek opportunities to make public presentations	126	4.02	37.3	35.7	20.6	4.0	2.4		125	2.83	7.2	20.0	38.4	19.2	13.6	1.6
7. Establish and/or participate in special events (e.g., open houses, mall shows, fairs)	127	3.95	33.1	36.2	24.4	4.7	1.6		126	2.66	4.0	17.5	39.7	22.2	12.7	4.0
8. Identify target groups for marketing approach (e.g., students, counselors, parents, advisory groups)	127	4.03	38.6	34.6	21.3	3.9		1.6	123	3.02	9.8	22.8	40.7	14.6	10.6	1.6
9. Develop a marketing dissemination plan	125	3.66	27.2	37.6	20.8	8.0	1.6	4.8	122	3.26	9.8	36.1	36.9	8.2	5.7	3.3
10. Utilize professional consultant services	125	2.98	12.0	28.0	24.0	18.4	10.4	6.4	118	2.43	3.4	15.3	30.5	29.7	14.4	6.8

	# of Respondents	How Important Is the performance of this task In your Job as an administrator? (% Responding)						# of Respondents	How difficult do most administrators find it to learn to perform this task correctly? (% Responding)						
		Mn	5	4	3	2	1	0		Mn	5	4	3	2	1	0
11. Arrange for the development of professional-quality promotional materials	124	3.48	19.4	34.7	26.6	10.5	4.8	3.2	118	2.88	6.8	20.3	44.1	15.3	10.2	3.4
12. Participate actively in Vocational Education and American Education Weeks	125	3.60	28.0	32.8	24.0	5.6	5.6	4.0	122	2.43	2.5	10.7	35.2	29.5	16.4	4.9
13. Coordinate promotional activities with other educational agencies	122	3.52	19.7	36.9	29.5	6.6	4.1	3.3	119	2.76	4.2	20.2	37.0	26.1	10.9	1.7
14. Seek promotional assistance from others (e.g., money, chamber of commerce)	125	3.33	16.8	36.8	27.2	8.0	4.0	7.2	119	2.93	8.4	25.2	37.0	15.1	9.2	5.0
15. Determine effectiveness of marketing plan	117	3.96	29.3	32.5	18.8	6.0	3.4		115	3.62	23.5	33.9	29.6	7.0	6.1	
DUTY J: PUBLIC RELATIONS																
1. Seek out and make use of all opportunities to create a positive image for vocational education	125	4.53	67.2	24.8	4.8	.8	1.6	.5	121	3.58	21.5	31.4	35.5	6.6	5.0	
2. Comply with Freedom of Information and Privacy Acts	122	4.14	51.6	21.3	19.7	4.9	1.6	.8	119	2.68	5.9	13.4	39.5	27.7	10.9	2.5
3. Maintain attractive physical appearance of facilities	123	4.32	53.7	33.3	7.3	3.3	1.6	.8	120	2.88	8.3	19.2	38.3	21.7	11.7	.8

4. Establish and maintain positive personal relationships	123	4.69	72.4	24.4	3.3				120	3.18	13.3	25.8	35.0	18.3	5.8	1.7
5. Participate in civic and professional groups	124	4.17	40.3	38.7	19.4	.8	.8		121	2.62	2.5	11.6	44.6	28.1	13.2	
6. Provide inservice training for faculty and staff for public relation programs	123	3.86	31.7	35.0	26.0	4.9		2.4	119	2.99	4.2	22.7	49.6	16.0	6.7	.8
7. Encourage faculty and staff to participate in professional and civic groups	125	3.93	31.2	36.8	28.0	2.4	.8	.8	122	2.80	10.7	13.1	37.7	23.0	15.6	
8. Encourage students to provide community services	124	3.32	21.0	26.6	29.0	13.7	6.5	3.2	119	2.79	6.7	18.5	36.1	24.4	14.3	
9. Establish a speakers bureau	123	2.78	8.1	22.0	34.1	15.4	8.9	10.6	114	2.26	.9	14.9	28.1	30.7	16.7	8.8
10. Establish procedures for press releases	124	3.44	21.0	38.7	20.2	8.9	6.5	4.8	118	2.47	1.7	12.7	42.4	21.2	17.8	4.2
11. Cultivate positive relationships with other educational agencies	125	4.17	40.0	40.0	16.8	3.2			123	2.89	3.3	22.8	42.3	23.6	8.1	
12. Serve on internal/external boards, counsels, and committees	125	4.04	31.2	44.8	20.8	3.2			123	2.72	4.9	14.6	43.1	24.4	11.4	1.6
13. Identify and work with community opinion leaders	125	3.99	37.6	32.8	24.8	2.4	.8	1.6	122	3.12	11.5	25.4	36.1	17.2	9.8	
14. Give public recognition to student and staff achievements	124	4.31	50.0	34.7	12.9	1.2		.8	122	2.59	2.5	14.8	43.4	21.3	14.8	3.3
15. Give public recognition to supporters of vocational education	124	4.36	50.8	34.7	13.7	.8			122	2.66	2.5	15.6	45.9	20.5	13.1	2.5

DUTY K: ECONOMIC DEVELOPMENT

	# of Respondents	How Important Is the performance of this task In your Job as an administrator? (% Responding)						# of Respondents	How difficult do most administrators find it to learn to perform this task correctly? (% Responding)						
		Mn	5	4	3	2	1	0		Mn	5	4	3	2	1	0
1. Develop a comprehensive plan for the delivery of economic development services	107	3.29	31.8	20.6	20.6	10.3	5.6	11.2	99	3.52	23.2	35.4	25.3	7.1	4.0	5.1
2. Develop an organizational structure for providing economic development services	122	3.19	21.3	29.5	23.8	9.0	4.9	11.5	113	3.45	11.5	41.6	31.9	6.2	5.3	2.7
3. Secure funds for economic development activities	122	3.08	20.5	28.7	20.5	11.5	6.6	12.3	113	3.38	20.4	32.7	27.4	8.0	7.1	4.4
4. Apply appropriate marketing strategies for economic development	122	3.01	18.0	32.0	17.2	11.5	8.2	13.1	112	3.45	17.0	39.3	25.9	10.7	3.6	3.6
5. Provide inservice training for staff on economic development	122	3.03	18.0	28.7	22.1	12.3	6.6	12.3	113	3.12	9.7	31.9	31.9	16.8	6.2	3.5
6. Produce descriptive materials describing economic development capabilities	123	2.87	17.1	24.4	22.8	12.2	11.4	12.2	112	2.91	6.3	24.1	41.1	16.1	8.0	4.5
7. Establish linkages/partnerships with business, industry, labor, government, and the military	125	3.95	40.8	35.2	13.6	3.2	3.2	4.0	120	3.34	13.3	29.2	41.7	10.8	4.2	.8
8. Establish linkages with other economic development agency providers	125	3.57	31.2	36.8	11.2	7.2	5.6	8.0	118	3.21	10.2	30.5	38.1	14.4	5.1	1.7
9. Conduct on-site needs assessment for specific industries	122	3.12	21.3	31.1	17.2	9.0	10.7	10.7	114	3.18	12.3	31.6	34.2	10.5	6.1	5.3

10. Conduct job and task analysis as basis for training programs	123	3.46	28.5	35.0	14.6	6.5	6.5	8.9	115	3.33	9.6	38.3	34.8	11.3	5.2	.9
11. Provide technical assistance to industry	125	3.46	30.4	30.4	18.4	5.6	6.4	8.8	116	3.30	10.3	36.2	35.3	10.3	6.9	.9
12. Provide customized training	125	3.67	38.4	30.4	10.4	8.0	6.4	6.4	118	3.45	10.2	40.7	33.9	8.5	5.1	.8
13. Provide technology transfer services	120	3.20	22.5	32.5	19.2	5.8	8.3	11.7	109	3.26	12.8	31.2	36.7	10.1	6.4	2.8
14. Initiate seminars, workshops, and courses for entrepreneurs	123	3.29	23.6	32.5	19.5	6.5	8.9	8.9	114	3.08	13.2	23.7	36.8	14.0	8.8	3.5
15. Establish small business incubator program	122	2.79	16.4	22.1	22.1	15.6	10.7	13.1	110	3.36	19.1	30.9	30.0	9.1	8.2	2.7
16. Supplement economic development agency services	121	2.92	14.0	27.3	28.1	9.9	8.3	12.4	111	3.11	11.7	29.7	28.8	20.7	5.4	3.6
DUTY L: PROGRAM ARTICULATION																
1. Determine need for and benefits of program articulation	125	4.02	39.2	37.6	15.2	4.0	2.4	1.6	122	3.29	12.3	31.1	35.2	16.4	4.1	.8
2. Develop plan and procedures for articulation	125	3.99	39.2	36.0	16.8	3.2	2.4	2.4	122	3.43	18.0	31.1	34.4	9.8	4.9	1.6
3. Involve other agencies for articulation purposes	123	3.97	35.8	39.8	17.1	1.6	4.1	1.6	120	3.32	13.3	29.2	40.8	10.0	5.8	.8
4. Establish inner-agency articulation committee	125	3.52	23.2	35.2	24.8	8.8	3.2	4.8	120	2.97	8.3	21.7	40.8	18.3	9.2	1.7
5. Develop articulation agreements	125	3.99	40.0	32.8	14.4	7.2	3.2	1.6	122	3.32	13.9	30.3	37.7	10.7	6.6	.8
6. Maintain and renew articulation agreements	124	3.82	31.5	34.7	20.2	7.3	4.0	1.6	121	2.93	7.4	19.8	38.0	21.5	11.6	.8

	# of Respondents	How Important is the performance of this task in your job as an administrator? (% Responding)							# of Respondents	How difficult do most administrators find it to learn to perform this task correctly? (% Responding)						
		Mn	5	4	3	2	1	0		Mn	5	4	3	2	1	0
7. Encourage coordinated planning to avoid duplication of effort	124	4.06	37.1	41.9	14.5	3.2	2.4	.8	122	3.30	14.8	29.5	32.0	18.9	4.1	.8
8. Establish procedures for granting credit or waiver of requirements	124	4.02	41.1	33.9	16.1	5.6	1.6	1.6	121	3.45	21.5	28.1	29.8	14.9	5.8	

APPENDIX E

COMPETENCIES IMPORTANT TO SECONDARY AND POSTSECONDARY LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

COMPETENCIES IMPORTANT TO SECONDARY AND POST-SECONDARY LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

Master List of Categories and Task Statements*

CATEGORY A: Program Planning, Development, and Evaluation

1. Survey student and parent interests.
2. Collect and analyze manpower needs assessment data.
3. Direct occupational task analysis for use in curriculum development.
4. Direct the identification of entry-level requirements for jobs.
5. Involve community representatives in program planning and development.
6. Obtain state and federal services and resources for program development.
7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.
8. Prepare annual program plans.
9. Prepare and update long-range program plans.
10. Develop overall vocational program goals.
11. Coordinate district curriculum development efforts.
12. Approve courses of study.
13. Establish school admission and graduation requirements.
14. Recommend program policies to the administration and board.
15. Implement local board and administrative policies.
16. Interpret and apply state and/or federal vocational education legislation.
17. Interpret and apply other relevant state and federal legislation (such as CETA).
18. Develop plans for evaluating instructional programs.
19. Direct self-evaluation of the district vocational programs.
20. Involve external evaluation personnel in assessing program effectiveness.
21. Design and select instruments for evaluating the instructional program.
22. Evaluate the effectiveness of the instructional program.
23. Initiate student and employer follow-up studies.
24. Analyze student and employer follow-up studies.
25. Recommend curriculum revisions based on evaluation data.
26. Assess student testing and grading procedures.
27. Analyze the school's and community's feelings toward educational change.
28. Write proposals for the funding of new programs and the improvement of existing programs.
29. Coordinate local demonstration, pilot, and exemplary programs.
30. Design and oversee local research studies.
31. Interpret and use research results for program development and improvement.
32. Develop supplemental/remedial instructional programs to meet student needs.

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*Taken from *The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education* by Robert E. Norton, Kristy L. Ross, Gonzalo Garcia, and Barry Hobart. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

CATEGORY B: Instructional Management

33. Establish instructional program entry and completion requirements.
34. Establish student rules and policies (such as attendance and discipline).
35. Enforce student rules and policies.
36. Design and oversee student progress reporting procedures.
37. Prepare a master schedule of course offerings.
38. Guide staff in selecting and using effective instructional strategies (such as individualized instruction).
39. Establish and implement a curriculum design that will achieve the school's instructional goals.
40. Guide staff in integrating and articulating the vocational program with the total educational program.
41. Promote the integration of vocational student organizational activities into the instructional program.
42. Provide for cooperative education programs.
43. Provide for supplemental/remedial instructional programs.
44. Provide for special needs programs.
45. Provide for adult/continuing education programs.
46. Guide the articulation of secondary and postsecondary vocational program objectives.
47. Approve selection of instructional equipment.
48. Approve selection of instructional materials.
49. Maintain a learning resources center for students.

CATEGORY C: Student Services

50. Oversee student recruitment activities.
51. Oversee school admission services.
52. Arrange for work study programs.
53. Oversee student guidance and testing services.
54. Oversee student job placement and follow-up services.
55. Provide for a student record-keeping system.
56. Interpret and apply student rights, laws, and regulations.

CATEGORY D: Personnel Management

57. Prepare and recommend personnel policies.
58. Prepare and maintain a personnel handbook.
59. Assess program staffing requirements.
60. Prepare job descriptions.
61. Establish staff selection and recruitment procedures.
62. Recruit and interview potential staff.
63. Recommend potential staff to the administration and board.
64. Participate in negotiating staff working agreements.
65. Establish staff grievance procedures.
66. Resolve staff grievances and complaints.
67. Interpret the staff benefits program.
68. Counsel and advise staff on professional matters.
69. Schedule staff work loads.

70. Schedule staff leaves, vacations, and sabbaticals.
71. Oversee the work of teachers and other school personnel.
72. Provide for a staff record-keeping system.
73. Plan and conduct staff meetings.
74. Prepare bulletins and other communications designed to keep staff informed.
75. Observe and evaluate staff performance.
76. Recommend staff promotions and dismissals.
77. Provide guidance to the staff on legal matters affecting the school program.
78. Interpret and apply licensing and certification regulations.
79. Interpret and apply labor laws and regulations.
80. Interpret and apply affirmative action laws and regulations.

CATEGORY E: Staff Development

81. Assess staff development needs.
82. Assist in the preparation of individual staff profiles.
83. Counsel with staff regarding personnel development needs and activities.
84. Establish and maintain a staff learning resources center.
85. Conduct workshops and other inservice programs for professional personnel.
86. Arrange for workshops and other inservice programs for professional personnel.
87. Provide for inservice programs for supportive personnel.
88. Provide for preservice programs for professional personnel.
89. Arrange for staff exchanges with business and industry.
90. Evaluate staff development programs.

CATEGORY F: Professional Relations and Self-Development

91. Maintain ethical standards expected of a professional educator.
92. Develop and maintain professional relationships with other administrators.
93. Develop and maintain professional relationships with state department of education personnel.
94. Develop and maintain relationships with personnel in professional organizations.
95. Participate in professional organizations.
96. Participate in professional meetings for self-improvement.
97. Promote professional image through personal appearance and conduct.
98. Assist with the development of state and/or federal plans for vocational education.
99. Participate in the development of vocational education legislation.
100. Prepare policy and commendation statements.
101. Represent teacher interests and concerns to other administrators and the board.
102. Develop effective interpersonal skills.
103. Read and use information from professional journals, reports, and related materials for self-improvement.
104. Apply management by objectives (MBO) techniques to personal work assignments.
105. Develop cooperative problem-solving and decision-making skills.
106. Assess personal performance as an administrator.

CATEGORY G: School-Community Relations

107. Develop a plan for promoting good public relations.
108. Prepare and recommend public relations and communications policies.
109. Coordinate use of occupational (craft) advisory committees.
110. Organize and work with a general vocational advisory council.
111. Develop working relationships with employers and agencies.
112. Prepare and recommend cooperative agreements with other agencies.
113. Involve community leaders (political and non-political) in school programs and activities.
114. Participate in school organizations.
115. Participate in community organizations.
116. Promote good relationships between vocational and general education staff.
117. Encourage staff participation in community civic, service, and social organizations.
118. Promote cooperative efforts of parent and teacher groups.
119. Conduct conferences with individuals relative to the vocational programs.
120. Meet and confer with visitors.
121. Conduct informational programs for the public (such as open house and career awareness programs).
122. Make public presentations on school programs and activities.
123. Conduct public hearings and meetings on school issues.
124. Conduct orientation programs for students and staff.
125. Conduct recognition programs for students, staff, and community supporters.
126. Plan for exhibits and displays
127. Develop materials to promote the vocational programs.
128. Write news releases for school and area media.
129. Obtain and analyze informal feedback about the school.
130. Evaluate the public relations program.
131. Interpret and apply public "right-to-know" laws and regulations.

CATEGORY H: Facilities and Equipment Management

132. Assess the need for physical facilities.
133. Conduct land and facility feasibility studies.
134. Recommend building sites.
135. Recommend the selection of an architect.
136. Oversee architectural planning.
137. Submit facility and equipment specifications.
138. Analyze building and equipment contract bids.
139. Recommend acceptance of new building.
140. Procure equipment and furnishings.
141. Plan space requirements for programs.
142. Assign space according to priority needs.
143. Develop and implement an equipment and supply inventory system.
144. Establish preventive maintenance program for equipment and facilities.

145. Interpret and apply health and safety laws and regulations.

146. Develop and implement safety programs.

147. Establish emergency plans (such as fire and disaster).

148. Establish and oversee a security program.

149. Schedule and oversee community's use of facilities.

150. Develop long-range facility and equipment plans.

151. Prepare and submit renovation and alteration plans.

CATEGORY I: Business and Financial Management

152. Prepare and recommend financial policies.

153. Establish purchasing and payment procedures.

154. Establish receiving and shipping procedures.

155. Prepare and regulate operational budgets.

156. Prepare and regulate program budgets.

157. Prepare and regulate capital improvement budgets.

158. Prepare long-range budgets based on total program requirements.

159. Adopt an appropriate financial accounting system.

160. Analyze the cost of operating various instructional programs.

161. Locate sources of funds for program development and operation.

162. Approve all major expenditures.

163. Approve requisitions and work orders.

164. Determine insurance coverage needs.

165. Respond to business correspondence.

166. Prepare local, state, and federal reports.

APPENDIX F

SIGNIFICANT DIFFERENCES (T-TEST) IN THE IMPORTANCE OF ADMINISTRATIVE TASKS AS PERCEIVED BY SECONDARY VERSUS POSTSECONDARY LEVEL ADMINISTRATORS

Results of a National Survey to Identify and Verify the Importance of and the Difficulty of Learning to Perform 210 Vocational Administrator Tasks

TASK STATEMENTS IDENTIFIED AS HAVING SIGNIFICANT DIFFERENCES (T-TEST)
IN THE IMPORTANCE OF ADMINISTRATIVE TASKS AS PERCEIVED
BY SECONDARY VERSUS POSTSECONDARY LEVEL ADMINISTRATORS

	TASK	2-Tail Probability Value	Number Secondary Respondents	Number Postsecondary Respondents	Secondary Mean	Postsecondary Mean
A-23.	Design and/or participate in institutional research studies	.033	51	49	2.73	3.27
B-2.	Comply with legal requirements and regulations	.023	52	49	4.65	4.24
B-7.	Adopt, adapt, or develop vocational-technical curriculum	.029	51	49	4.00	3.51
B-14.	Determine student progress reporting system	.015	51	49	3.59	2.90
B-16.	Determine instructional delivery methods	.022	52	49	3.88	3.20
C-2.	Develop or assist in development of student handbook	.030	52	49	3.42	2.86
C-3.	Comply with applicable federal and state statutes and regulations regarding students	.036	52	49	4.50	4.02
C-5.	Provide for student assessment services	.001	52	49	4.08	3.27
C-6.	Provide guidance and counseling services	.014	52	49	4.10	3.39
C-10.	Provide support services for special populations	.009	51	49	4.20	3.61
C-11.	Provide for cooperative work experience	.001	50	49	4.12	3.22
C-14.	Provide for vocational student organizations (VSO)	.000	51	49	4.10	2.59
C-15.	Provide for student discipline	.006	50	48	3.62	2.65
C-16.	Provide for student safety	.007	51	49	4.69	4.04

	TASK	2-Tail Probability Value	Number Secondary Respondents	Number Postsecondary Respondents	Secondary Mean	Postsecondary Mean
D-6.	Recruit part-time and full-time personnel	.010	51	49	4.53	3.88
E-7.	Prepare bid specifications (e.g., services, supplies, and equipment)	.027	50	47	3.92	3.26
E-13.	Provide for student transportation	.001	47	45	3.04	1.78
E-14.	Provide and monitor student lunch program	.022	46	40	1.74	.93
E-18.	Prepare financial reimbursement documents	.009	47	47	3.79	2.91
F-9.	Provide for equipment repair	.039	50	49	3.78	3.16
G-12.	Arrange for staff participation in sabbaticals	.001	50	48	1.80	2.83
H-1.	Establish procedures for resource development	.034	49	49	3.27	3.84
I-12.	Participate actively in Vocational Education and American Education Weeks	.000	52	49	4.02	3.06
J-1.	Seek out and make use of all opportunities to create a positive image for vocational education	.014	52	49	4.71	4.27
J-6.	Provide inservice training for faculty and staff for public relation programs	.043	51	49	4.02	3.57
J-7.	Encourage faculty and staff to participate in professional and civic groups	.029	52	49	4.13	3.71
J-15.	Give public recognition to supporters of vocational education	.043	51	49	4.51	4.20
K-1.	Develop a comprehensive plan for the delivery of economic development services	.001	46	41	2.65	3.85

	TASK	2-Tail Probability Value	Number Secondary Respondents	Number Postsecondary Respondents	Secondary Mean	Postsecondary Mean
K-2.	Develop an organizational structure for providing economic development services	.000	49	48	2.53	3.77
K-3.	Secure funds for economic development activities	.000	49	48	2.37	3.71
K-4.	Apply appropriate marketing strategies for economic development	.001	49	48	2.35	3.48
K-5.	Provide inservice training for staff on economic development	.000	49	48	2.43	3.58
K-6.	Produce descriptive materials describing economic development capabilities	.002	49	49	2.27	3.29
K-7.	Establish linkages/partnerships with business, industry, labor, government, and the military	.003	51	49	3.59	4.31
K-8.	Establish linkages with other economic development agency providers	.002	51	49	3.10	4.02
K-9.	Conduct on-site needs assessment for specific industries	.001	49	48	2.43	3.54
K-11.	Provide technical assistance to industry	.000	51	49	2.65	4.00
K-12.	Provide customized training	.000	51	49	2.88	4.24
K-13.	Provide technology transfer services	.022	50	45	2.68	3.47
K-14.	Initiate seminars, workshops, and courses for entrepreneurs	.000	50	48	2.58	3.88
K-15.	Establish small business incubator program	.000	50	47	1.92	3.47
K-16.	Supplement economic development agency services	.000	48	48	2.17	3.58

APPENDIX G

SIGNIFICANT DIFFERENCES (T-TEST) IN THE IMPORTANCE OF ADMINISTRATIVE TASKS AS PERCEIVED BY VOCATIONAL ADMINISTRATORS VERSUS ADMINISTRATORS OF BOTH GENERAL AND VOCATIONAL PROGRAMS

Results of a National Survey to Identify and Verify the Importance of and the Difficulty of Learning to Perform 210 Vocational Administrator Tasks

TASK STATEMENTS IDENTIFIED AS HAVING SIGNIFICANT DIFFERENCES (T-TEST)
IN THE IMPORTANCE OF ADMINISTRATIVE TASKS AS PERCEIVED BY
VOCATIONAL ADMINISTRATORS VERSUS ADMINISTRATORS
OF BOTH GENERAL AND VOCATIONAL PROGRAMS

	TASK	2-Tail Probability Value	Number Vocational Administrator Respondents	Number Administrator of Both Respondents	Vocational Administrator Mean	Administrator of Both Mean
A-6.	Utilize advisory committees	.044	58	43	4.52	4.09
A-20.	Determine program cost and effectiveness	.041	58	43	4.09	4.42
C-13.	Provide for extracurricular activities	.041	58	40	2.24	2.90
C-17.	Develop or assist with master schedule of classes	.005	58	42	3.57	4.29
D-12.	Supervise faculty and staff	.004	57	42	4.16	4.74
D-15.	Evaluate faculty and staff performances	.024	56	42	4.39	4.81
D-16.	Recognize exemplary personnel performances	.034	55	40	4.09	4.48
G-1.	Survey inservice training needs of staff	.026	57	43	3.96	4.37
G-11.	Arrange for staff participation and accreditation visits	.018	57	43	3.39	3.93
G-17.	Evaluate effectiveness of staff development program	.037	57	43	3.88	4.33
H-2.	Establish procedures for resource management	.004	56	42	3.36	4.10
H-3.	Identify total resources needed	.005	56	42	3.82	4.38
H-11.	Secure approval from appropriating authority for millage or levy campaign	.033	53	40	1.77	2.63
J-7.	Encourage faculty and staff to participate in professional and civic groups	.049	58	43	3.78	4.14

	TASK	2-Tail Probability Value	Number Vocational Administrator Respondents	Number Administrator of Both Respondents	Vocational Administrator Mean	Administrator of Both Mean
K-2.	Develop an organizational structure for providing economic development services	.009	56	41	2.79	3.63
K-3.	Secure funds for economic development activities	.014	56	41	2.68	3.51
K-4.	Apply appropriate marketing strategies for economic development	.038	56	41	2.61	3.32
K-5.	Provide inservice training for staff on economic development	.021	56	41	2.68	3.44
K-6.	Produce descriptive materials describing economic development capabilities	.042	57	41	2.49	3.17
K-8.	Establish linkages with other economic development agency providers	.008	58	42	3.22	4.00
K-9.	Conduct on-site needs assessment for specific industries	.027	56	41	2.66	3.41
L-1.	Determine need for and benefits of program articulation	.014	58	41	3.78	4.32
L-2.	Develop plan and procedures for articulation	.006	58	41	3.72	4.34
L-8.	Establish procedures for granting credit or waiver of requirements	.031	56	42	3.82	4.31

APPENDIX H

SIGNIFICANT DIFFERENCES (T-TEST) IN THE IMPORTANCE OF ADMINISTRATIVE TASKS AS PERCEIVED BY SECONDARY VOCATIONAL PROGRAM ADMINISTRATORS VERSUS SECONDARY ADMINISTRATORS OF BOTH GENERAL AND VOCATIONAL PROGRAMS

Results of a National Survey to Identify and
Verify the Importance of and the Difficulty of
Learning to Perform 210 Vocational Administrator Tasks

TASK STATEMENTS IDENTIFIED AS HAVING SIGNIFICANT DIFFERENCES (T-TEST) IN THE IMPORTANCE OF ADMINISTRATIVE TASKS AS PERCEIVED BY SECONDARY VOCATIONAL ADMINISTRATORS VERSUS SECONDARY ADMINISTRATORS OF BOTH GENERAL AND VOCATIONAL PROGRAMS

	TASK	2-Tail Probability Value	Number Secondary Vocational Respondents	Number Secondary Administrators of Both Respondents	Secondary Vocational Mean	Secondary Administrator of Both Mean
C-13.	Provide for extra-curricular activities	.040	28	21	2.29	3.29
C-17.	Develop or assist with master schedule of classes	.001	28	23	3.54	4.57
C-23	Evaluate student services program	.002	28	22	3.11	4.18
D-1.	Establish and maintain personnel management policies and procedures	.017	28	23	3.82	4.52
D-12.	Supervise faculty and staff	.038	27	23	4.19	4.78
D-14.	Orient new personnel to institutional policies and procedures	.020	27	23	3.93	4.65
D-16.	Recognize exemplary personnel performances	.012	26	21	3.96	4.67
F-5.	Establish procedure for seeking and accepting donated equipment and supplies	.009	27	22	3.07	4.00
F-12.	Provide for energy management	.002	27	23	2.34	3.74
F-13.	Provide access for the handi-capped	.006	27	23	3.07	4.30
F-14.	Arrange for rental of equipment and facilities	.027	26	22	1.96	3.09
G-2.	Comply with state and local requirements regarding pro-fessional development	.022	27	24	3.67	4.42
G-11.	Arrange for staff participation and accreditation visits	.013	27	24	3.07	3.92

	TASK	2-Tail Probability Value	Number Secondary Vocational Respondents	Number Secondary Administrators of Both Respondents	Secondary Vocational Mean	Secondary Administrator of Both Mean
G-17.	Evaluate effectiveness of staff development program	.025	27	24	3.74	4.50
H-2.	Establish procedures for resource management	.002	26	23	2.85	4.09
H-3.	Identify total resources needed	.005	26	23	3.46	4.35
H-4.	Identify available resources (e.g., financial and other)	.002	22	23	3.56	4.52
H-11.	Secure approval from appropriating authority for millage or levy campaign	.001	25	22	1.40	3.09
H-14.	Maintain resource development database	.032	25	23	2.84	3.65
J-5.	Participate in civic and professional groups	.014	28	23	4.00	4.52
J-7.	Encourage faculty and staff to participate in professional and civic groups	.035	28	24	3.93	4.38
J-11.	Cultivate positive relationships with other educational agencies	.010	28	24	4.04	4.58
K-2.	Develop an organizational structure for providing economic development services	.018	27	22	2.04	3.14
K-3.	Secure funds for economic development activities	.012	27	22	1.81	3.05
K-4.	Apply appropriate marketing strategies for economic development	.018	27	22	1.81	3.00
K-5.	Provide inservice training for staff on economic development	.021	27	22	1.93	3.05
K-6.	Produce descriptive materials describing economic development capabilities	.038	27	22	1.81	2.82

	TASK	2-Tail Probability Value	Number Secondary Vocational Respondents	Number Secondary Administrators of Both Respondents	Secondary Vocational Mean	Secondary Administrator of Both Mean
K-8.	Establish linkages with other economic development agency providers	.009	28	25	2.54	3.78
K-9.	Conduct on-site needs assessment for specific industries	.002	27	22	1.78	3.23

APPENDIX I

SIGNIFICANT DIFFERENCES (T-TEST) IN THE IMPORTANCE OF ADMINISTRATIVE TASKS AS PERCEIVED BY POSTSECONDARY VOCATIONAL PROGRAM ADMINISTRATORS VERSUS POSTSECONDARY ADMINISTRATORS OF BOTH GENERAL AND VOCATIONAL PROGRAMS

Results of a National Survey to Identify and
Verify the Importance of and the Difficulty of
Learning to Perform 210 Vocational Administrator Tasks

TASK STATEMENTS IDENTIFIED AS HAVING SIGNIFICANT DIFFERENCES (T-TEST)
IN THE IMPORTANCE OF ADMINISTRATIVE TASKS AS PERCEIVED
BY POSTSECONDARY VOCATIONAL ADMINISTRATORS VERSUS
POSTSECONDARY ADMINISTRATORS OF BOTH
GENERAL AND VOCATIONAL PROGRAMS

	TASK	2-Tail Probability Value	Number Postsecondary Vocational Administrator Respondents	Number Postsecondary Administrator of Both Respondents	Postsecondary Vocational Administrator Mean	Postsecondary Administrator of Both Mean
C-21.	Coordinate student and employer follow-up studies	.013	30	19	4.00	3.11
D-1.	Establish and maintain personnel management policies and procedures	.013	29	19	4.52	3.63
D-15.	Evaluate faculty and staff performances	.049	29	19	4.24	4.79
E-2.	Comply with legal requirements for purchasing and disposal	.019	29	19	4.55	3.47
E-3.	Comply with legal requirements for auditing and reporting	.019	29	19	4.69	3.63
E-7.	Prepare bid specifications (e.g., services, supplies, and equipment)	.029	29	18	3.66	2.61
I-12.	Participate actively in Vocational Education and American Education Weeks	.038	30	19	3.43	2.47
J-1.	Seek out and make use of all opportunities to create a positive image for vocational education	.043	30	19	4.53	3.84
L-2.	Develop plan and procedures for articulation	.032	30	19	3.70	4.37

APPENDIX J

RECOMMENDED ADDITIONS AND MODIFICATIONS TO TASK STATEMENTS

These additions and modifications were recommended by the persons who responded to the task inventory. Some of the statements are addressed under other duties, some involve slightly different wording, some do not meet the criteria for task statements and three items (starred) appear to be good addtions. They were <u>not</u> added to the final list, however, because they have not been verified.

DUTY A:

Develop self-money, short-term instructional programs
*Coordinate planning and program development with other departments
Develop school/business partnerships for occupational training programs
*Provide political awareness and political leadership
Interpret community and area needs

A-6 & A-7 "Use" instead of "utilize"

DUTY B:

Provide staff development for today's programs
Business and industry upgrading of staff and faculty

DUTY C:

Provide for adult and part-time student's perceived needs
Decide what to provide for students
Decide who is the standard

DUTY D:

Document poor teaching
Participate in grievance process
Need speaking ability
As an administrator, function with A.F.T. faculty contract
Recruit staff
Evaluate staff hiring practices
*Establish and maintain personnel records

DUTY E:

None

DUTY F:

Convince people of the need
Promote the general welfare

F-9 provide "procedure" for . . .

DUTY G:

G-3 "with" staff instead of "for" staff
G-6 Facilitate technical inservice training of instructors "and staff"

DUTY H:

none

DUTY I:

comment on I-12 "Why not Community College Month?"

DUTY J:

Get public understanding of mission
Know where to spend time

DUTY K:

Establish small business assistance centers

DUTY L:

Coordinate with other schools
Transfer credit

APPENDIX K

SUMMARY OF PART II--GENERAL INFORMATION

1. **Name of school/college you are employed by:**

a. Secondary schools included the following:

Jefferson County Board of Education
Meriden Board of Education
Sussex County Vocational-Technical School District (AVTS)
New Castle County Vo-Tech School District
Houston County Schools
Cedartown Comp. High
Silver Valley Voc Ed Coop
Twin Falls School District 411
Lake County Area Vocational Center
Liberal AVTS
Labette County USD 506
Fairdale High School
Scott District Area Voc-Ed Center
Montgomery County Public Schools
Webberville Community Schools
Branch ISD
New Albany Schools
Jackson Public School
Lake Area AVTS
Grand Island Public Schools
Omaha Public Schools
Nashua School District
Manchester School District
Bayonne, N.J. Board of Education
Ocean County Vocational-Technical Schools
Farmington Municipal Schools
Gallup-McKinley Co. Public Schools
Greece Central School District
RCG BOCES
Tulsa County AVTS
Tri-County Tech
Springfield School District #19
Great Oaks JVSD
Charleston County School District
Caddo-Kiowa AVTS
Colleton County Area Vocational Center
Cumberland County Board of Education
Lamoille North Supervisory Union
School District of the Menomonie Area
Lakeland Union High School
Stuttgast Public Schools
Ceres Unified School District
Hillsborough County
St. James Parish Public Schools System
Waterville Regional Vocational Center
Duluth Public Schools
Helena School District No. 1
Lee County Senior High
James Valley Multi-District Vocational Center
Pottstown Senior High School
Logan Schools
Carbon County School District
North Thurston School District
Arch A. Moore Jr. Voc. Tech. Center
Randolph County Schools
Loudoun County School Board
Clark County School District
Mesa Public Schools
Waswoe Co. School District
Warren Center, Jefferson County Schools
Mt. Pleasant Public Schools
Pathfinder Regional Voc Tech
Fanning Trade High & School of Health and Technologies Occupations
Forest Hill High
Mitchell School District

b. Postsecondary colleges included the following:

J. F. Ingram State Technical College
Carroll Tech
College of Southern Idaho (2)
Indiana Voc-Tech College--Richmond
Manhattan Area Vo-Tech School/USD 383
Johnson County Community College
Elizabethtown State Voc. Tech.
Prince George Community College
Lakeshore Technical Institute
Eastern Wyoming College
Anchorage Community College
Oil Belt Vo-Tech
Forest Echoes Vo-Tech
Cerritos College
Indian River Community College
Slidell Vo-Tech

Dundalk Community College
Schoolcraft College
Pearl River Junior College
Holmes Junior College District
East Central College
Jefferson College
Central Community College--Platte
Southeast Community College--Milford Campus
Keene State College (2)
North Vo Tech College--Berlin
Trenton State College
Albuquerque Technical-Vocational Institute
Genesee Community College
The Culinary Institute of America
Oklahoma State University, Technical Branch, Okmulyee
Clatsop Community College
Lake Area Vocational Technical Institute
Dallas CCCD
Madison Area Technical College
Central Maine Vocational-Technical Institute
Southern Maine Vocational-Technical Institute
Pine Tech Institute
Moorhead Technical Institute
Missoula Vocational Technical Center
Forsyth Technical College
Central Carolina Technical College
Bismarck State College
Lake Region Community College
Luzerne County Community College
Whatcom Community College
Spokane Community College
Pueblo Community College
Matanuska-Susitna Community College
Northwest Community College of University of Alaska
Northwest Alabama State Technical College
Worcester Industrial Technical Institute
Kellogg Community College
Buck County Community College

2. **Educational level of agency.**

a. Secondary level: 52 persons, 40.9%

b. Postsecondary level: 49 persons, 38.6%

c. Secondary/postsecondary institution: 27 persons, 20.5%

3. **Your present job title.**

a. Titles given by secondary-level respondents included the following:

Director, Vocational and Adult Education (2)
Grants Administrator
Superintendent (13)
Vocational Supervisor/System Director
Director (5)
Assistant Superintendent (4)
Principal (5)
Director, Career and Vocational Education
Director of Vocational Education (5)
Coordinator (3)
Executive Director, Adult and Vocational Education
Deputy Superintendent (2)
Vocational Education Coordinator
Program Specialist
Vocational Director (5)
Director of Vocational Education/ Assistant Principal
Local Vocational Education Coordinator
Supervisor
Educational Specialist III
Local Program Director
Vocational Director
Assistant Principal/Director of Voc-Ed
Assistant Superintendent, Vocational Education Director
Multi. Co. Voc. Dir.

Assistant Superintendent, Sec. Ed.
District Supervisor of Voc/Tech Education
Career/Vocational Education Coordinator
Director, Occupational Education and Vocational High Schools
Curriculum Coordinator
Area Center Principal
Superintendent-Director

b. Titles given by postsecondary-level respondents included the following:

President (6)
Director (8)
Director of Continuing Education
Dean of Vocational Technical Education (3)
Dean of Instructional Affairs
Vice President of Academic Affairs
Dean of Instruction (8)
Associate Dean of Instructional Services
Dean of Vocational-Technical Affairs
Campus Director (2)
Chair-Department of Vocational Education
Administrative Aide to the Executive Vice President
Dean of the College
Director of Special Projects
District Director/Career and Continuing Education
Curriculum Coordinator
Administrator of Educational Programs
Vice Chancellor for Student Services and Associate Vice Chancellor for Instruction
Assistant Director
Dean of Vocational Education of Special Projects
Associate Dean of Planning and Development
Assistant Director/Dean of Instruction (2)
Manager of Instruction
Dean of Academic Services
Dean of Occupational Education
Assistant to the President
Dean of Occupational Program
Assistant Dean for Career Programs
Academic Dean

4. Title of the person you report to.

a. Secondary-level responses were as follows:

Division Superintendent
Deputy Superintendent
President, Board of Education (4)
Voters of County
Principal and Local Superintendent
Superintendent (20)
Chairman, Board of Control
Executive Director
Director, Vocational Education
Assistant Superintendent (7)
School Board (4)
Board of Trustees
Board of Education (4)
District Superintendent
Area Administrator
Director of Secondary Curriculum
Dean of Instruction
Director (2)
State Director
Principal (4)
Director of Curriculum
Branch Director
Director, Vocational and Adult Education
Director of Instruction and Curriculum
Associate Superintendent, Secondary Education
Senior Director Secondary Education
School Committee (Board)

b. Postsecondary-level responses were as follows:

Chancellor (4)
Vice Chancellor (Education Affairs)
Executive Director of State Board
President (19)
Vice-President (CEO of Region)
Regional Director
Dean of Instructional Services (3)
Vice-President
Vice-President Academic Affairs (2)
Commissioner
Dean-School of Technology
Executive Vice President
Executive Dean
Senior Vice President
Assistant Director, Instructional Services
District Director and Assistant District Director
Director (5)
Vice President, Instruction (2)
Executive Director of BESE
Board of Trustees
Chairman, Board of Trustees
Dean of Academic Affairs

5. Highest level of formal education you have completed:

a. _____ High School
b. _____ Associate's degree
c. 2 Bachelor's degree
d. 58 Master's degree
e. 52 Doctoral degree
f. 16 Other

Other (Secondary)

4.5 Graduate Credits
6th year spec in administration
Education Specialist Degree (4)
Master's plus 30 hours
CAGS - Administration
+22 credits
90 hours post masters
CAGS in Voc. Adm.

Other (Postsecondary)

Certificate of Advanced Study in Education (CASE)
ED.S. plus A.B.D.
Specialist
CAGS-Doctoral Candidate

6. What is the total number of vocational-technical instructors/teachers under your supervision:

a. Secondary respondents reported the following:

No. of instructors/teachers	No. of respondents
0-25	22
26-50	14
51-100	9
101-150	3
151-200	6
201 or more	5

b. Postsecondary respondents reported the following:

No. of instructors/teachers	No. of respondents
0-25	13
26-50	9
51-100	18
101-150	2
151-200	4
201 or more	3

7. What type of education/training did you receive for your job as vocational administrator?

a. 94 Took general education administrator courses
b. 82 Took vocational education administrator courses
c. 20 Used competency-based administrator modules
d. 29 Completed self-study materials
e. 108 Attended workshops
f. 108 Learned by doing
g. 29 Participated in supervised internship
h. 12 Participated in externship program

Other (secondary):

Developed vocational programs for special school
Worked in manufacturing engineering (3 years - G.E.)
EPDA Fellow
Held state and national leadership positions
State Education Department Vocational Management Program
Ed.D. in School Administration
Served on Advisory Committees
Vocational teaching
Management Skills Courses. Headed a government department in a territory.
Military training--I.E. Officer
Supervisor, principal, counselor, associate vocational director
Participated in the state's inservice for Voc. Ed. Administrators
Voc. degree. Former college professor in charge of graduate training
OJT as assistant

Other (postsecondary):

Consulting
Hospital administrator
Teaching of instructor courses at university
Hard work
Vocational teacher
Taught vocational education
Professional organization participation
State-level councils
Administered other than vocational areas
Related training in industry

Took graduate level industrial management courses
Military; common sense; advanced degree work
Graduate study was in Community College Administration

8. **How adequate was the training you initially received as an administrator?**

a. 23 Very adequate
b. 71 Adequate
c. 19 Inadequate
d. 6 Very inadequate
e. 8 Received none

9. **Please list up to six worker traits or attitudes that you feel are most important to a successful administrator:**

A wide range of responses was given to this question. The following is a listing of the worker traits and attitudes listed most frequently (defined as 5 or more times).

Honest/sincere (32)
Flexible/adaptable (29)
Good listener (26)
Energetic (22)
People oriented (21)
Positive/optimistic (21)
Fair (13)
Cooperative (13)
Dedicated (12)
Committed (12)
Open minded (12)
Caring (10)
Decisive (9)
Confident (9)
Innovative (9)
Patient (9)
Dependable (8)
Goal oriented (8)
Initiator (8)
Consistent (8)
Rational (7)
Persistent (7)
Loyal (7)
Ethical (6)
Sensitive (6)
Good sense of humor (5)
Compassionate (5)
Personable (5)

10. **What type of training materials would be most valuable for new administrators?**

a. 79 Competency-based modules
b. 58 Administrator guides
c. 51 Self-study materials

Other (secondary):

On the job experience
An internship to test/validate the modules' content
Videotape, cassettes, etc.
Intern and extern programs
Observations of other schools
Current articles
Case studies of tasks assigned to administrators
Internships

Other (postsecondary):

Audio tapes
Case studies/sal.
Inservice activities
Internship
Externship with an experienced dean
Internship in the area of employment sought
Internship guides
Small group seminars with neophyte administrators
Video tapes with workbook for home study (2)
VCR modules and computer (PC) modules and model school materials
Video based
Supervised role playing
Team building and strategic planning exercises
Short courses on management
Workshops
Assessment Center Experience--National Association of Secondary School Principals (N.A.S.S.P.)
Leadership training

11. **Please list two or more references that you have found most valuable in your job:**

Secondary responses:

Handbook of Successful School Administration. Prentice-Hall
High School and the Changing Workplace: An Employers View
History of Ind. Education, Barlow, Bennet Pub. Co.
Horace's Compromise
In Search of Excellence and other business books
Integration of Academic and Voc-Tech Education
Teacher Made Tests, John A. Green. Harper & Row, 2d ed.
The Act of Conversation
The Neglected Majority, Dale Parnell
The Shopping Mall High School
The Unfinished Agenda
Administration guides (2)
Administrative Handbook published by State Education Department
Advisory committee handbooks--State of Oregon and others
AIAA--Technology
ASPM Handbook
Association of CA School Adm Journal
AVA Journal (8)
"Bits and Pieces"--management magazine
Business video and audio tapes (AMA)
CA Association of Voc Adm newsletters
Colleagues--Directors of Vocational Education
Colorado School Law review
Competency-based instructional management system
Competency-based Vo Ed Administrator Module Series
Comprehensive Planning for VOED--AVA
County Superintendent of Schools

DACUM Workshop materials
Delaware Code
Dictionary of Occupational Titles
Directory of Vocational Educators--State and National
DPI Vocational Education Handbook
Education Digest
Education Today
Education USA (2)
Education Week
Educational Leadership
Educational Research Report
Evaluation of Vocational Technical Education--American Vocational Association
Federal Register
Federal rules and regulations
Guidelines for Submission of Applications for Voc. Ed. Funds
Handbook on Administration in Public Schools
Labor market trends/job analysis--state and local
Leaders in Industry (AREA)
Materials in Regional Curriculum Lab
Mass. General Laws
NASSP Bulletin (2)
National Center for Research in Vocational Education (3)
NCA Handbook
NCRVE Publications
NEA, TEA, AVA, and county news correspondence
New Jersey School Policy Service
Nolte's school law materials and publications
Occupational Outlook Handbook
Occupational Outlook Quarterly
Oklahoma Msterial--Mid America--Missouri--old Voc Center
PBTE Modules, category A-J
PDK Fastback Series
Penna Regulations, Standards, and Guidelines for Voc. Ed.
Petersen's two books on Administration in Industry
Policy manuals, district and state
Regular and special newsletters and items from state Supt's Assn. and Voc. Association
Research articles
School Board journal (2)
School District Policy Manual
School District Regulations and Standard Operation Procedures
State Board of Education (4)
State and Federal Accounting Procedure Manuals
State course guidelines (2)
State Department of Education (VT) materials for vocational education
State evaluation instruments
State funding manuals
State handbook of accounting principles
State guides (4)
State School Code (Law)--for all education
State Superintendent of Public Instruction--Vocational Division
Successful School Communications
Techniques, Notes, Tips for Teachers

Tennessee State Guidelines for Vocational Education
The Holy Bible
The Journal
The School Administrator
The Unfinished Agenda--The Role of Vo-Ed in the High School
Training and Development Handbook
Utah's Job Outlook publications
VETCS - state curriculum
Vocational Training News
Voc Ed Journal
Work experience programs

Postsecondary responses:

A Handbook for the Observation of Teaching and Learning, Francis Griffin
A School for Everyone, J. Lloyd Trump
Access & Excellence, J. E. Roueche and G. A. Baker III
An Introduction to School Administration, Nolte
American Public School Law, Alexander and Alexander (3)
Building Trust in the Workplace, Shea (AMA)
Chairing the Academic Department, Tucker
College Administrators Handbook, Walotkiewicz
Curriculum Development, Tanner and Tanner
Handbook of Research on Teaching, N. L. Gage
Handbook on Adult Education, Knowles
Handwork in Colleges and Universities, Asa Knowles
High-Tech Manpower in the West: Strategies for Action, Wiche
How to Develop Competency Based Education, William G. Perry, Jr.
How to Phase Out a Program, National Center
In Search of Excellence, Peters and Waterman (2)
Leaders, Bennis, Nanus (Harper & Row, 1985)
Management, Drucker
Ocean County Vocational Schools, Robert Newman
Power of the Presidency, J. L. Fisher
The Law of Higher Education, Wm. Kaplan
The Neglected Majority, Dale Parnell
"Change and the Future of Voc Ed in Wash. State," Washington State Vocational Dir Council
"College and University Law"
"Credentialing Educational Accomplishment," Miller & Mills, American Council on Education
Current Publications Scanning
Dean's Guide, Michigan Department of Education
"Dialog" Database
"High-Tech Employment, Ed and Training in Wash. State," Washington State Department of Commerce
"School Shop," Praken Publications (Monthly periodical)
"Selected Occupational Information for Employment and Training Program Design in FY 1986," Maine Department of Labor
"The Synonym Finder"
AACJC materials (3)
AAHE publications (2)
AASA material
A&EA materials

ACCT and AACSC publications
ACE Handbook
ASHE-ERIC Higher Education Reports
ASTD materials
AVA materials (5)
AVIM Modules--I have used frequently
ALL Learn Publications--P.O. Box 1448, Manhattan, KS 66502
Annual reports of state VE council
Appropriate Federal Registers
BOR policies and procedures
Business periodicals
CBAE modules and guides (3)
Change magazine
Chronicle of Higher Education (3)
Classification of Instructional Programs (CIP Code Directory)
Dictionary
Education Code, Labor Code
Educational programs, Journal of Staff Programs & Organizational Development
Electronic Data Bases
ERIC reports (ERIC/ASHE Series) (3)
Evaluation materials developed by Tim Wently
Faculty Handbook
Federal and state guidelines - Federal Registers
Florida Stastical Abstract (directory of demographic and ecomonic data)
Fortune/U.S. News & World Report/Management Solutions
Governor's Office
Handbook for Vocational Planners--N.P. SBVE
Handbook on Formative and Summative Evaluation of Student Learning--Bloom
Jossey-Boss books relating to higher education
Labor market reports--Deapartment of Labor
Legislative Rule Book
Local newspaper
Magazines--Phi Delta Kappa, Futurist, How to Evaluate
Manage your time/work/yourself
MVA publications
NACUBO Accounting Manuals
National Center for RVE
NCRVE modules and resources (2)
New Hampshire's Manual of Procedure
New Hampshire's Rules of the Department of Personnel
North Carolina administrtive codes
North Carolina accounting manuals
On College Teaching
Partnership in Training--Prepared by the Bay State Skills Corporation
PAT Cross literature
PBTE materials (2)
PDK fastbacks, the Kappan, and special reports
People--administrative colleagues (2)
Perspective (The Campus Legal Monthly)
Professional associations
Regents Policy and Regulations
Related professional/business/management/supervision/training manuals,

Retraining and Upgrading Workers--National Center for Research in Vocational Education
School and other appropriate law books (statues--copies of)
School shop/Vocational Education Journal/School Board Journal
Staff selection workshops
State handbooks on procedures
State directory
State division of vocational-technical education (2)
State superintendent of public instruction
Technical Education Yearbook
Topic specific references on an as needed basis obtained from numerous sources
Training by Contract--The College Board
The Lessons of History
The New College Administrator
Variety of federal and state government publications (e.g., Deptartment of Labor, Department of Education, Federal Register) (2)
Variety of vocational education journals
Various texts and references on management plan
Visits, observations, and seminars
Vocational education association materials, texts, journals, associations
What's Next--Industry Week

12. Comments

Secondary responses:

This instrument is too long and took far more time to complete than most people would allow for a task of this nature.

The tasks should be grouped for in-school and central office administrators responses.

I am not sure that my position in a small school with only one vocational education program makes it possible to answer your questions on the level you desire.

Glad to see things are being updated and are current. If the "Center" didn't exist . . . who else would do this???

A good administrator must understand what goes on in the classroom. I do not believe that three years of teaching is adequate experience nor do I feel job hopping is an admirable trait. Internships can be rewarding if the intern is given responsibility, a variety of tasks, and a good supervisor.

Postsecondary responses:

I was a participant in the Florida extean program. I was a Tech Center Director for 3 years. The exchange of information as well as the exposure to practicing administrators was the start I needed.

I feel new administrators need more "externship programs" or "OJT" prior to receving degree.

I think that a highly structured and supervised internship program should be a "must" in all vocational administrator training programs.

Appears to be a good project! Would appreciate receiving a summary of results! Good luck.